

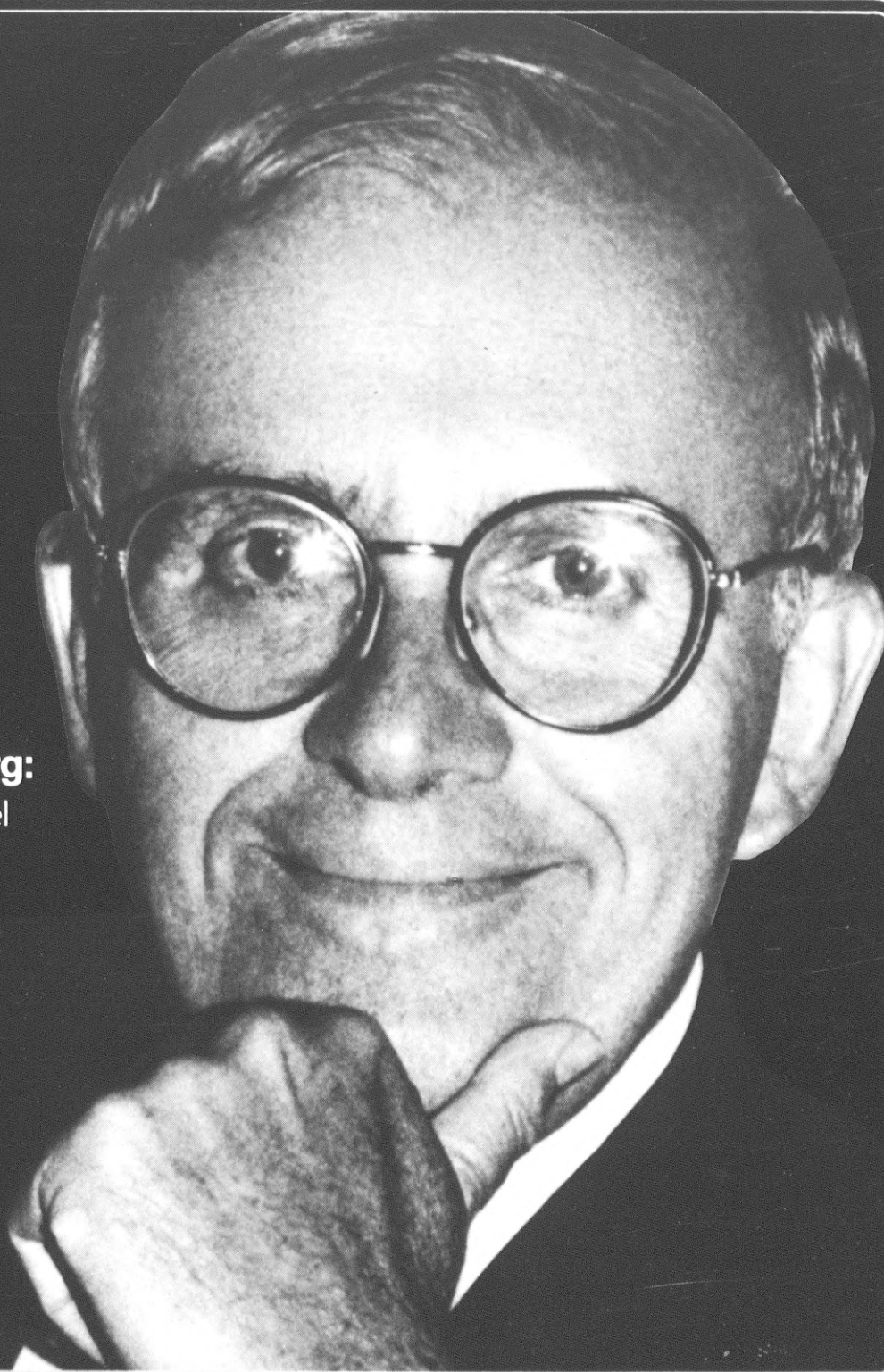
THE DEAF AMERICAN

Vol. 35 No. 6

1983

Martin Sternberg:

"The Deaf Samuel
Johnson"





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THE DEAF AMERICAN

Vol. 35 No. 6 1983

COVER

Martin Sternberg has completed the monumental task of authoring "American Sign Language: A Comprehensive Dictionary."

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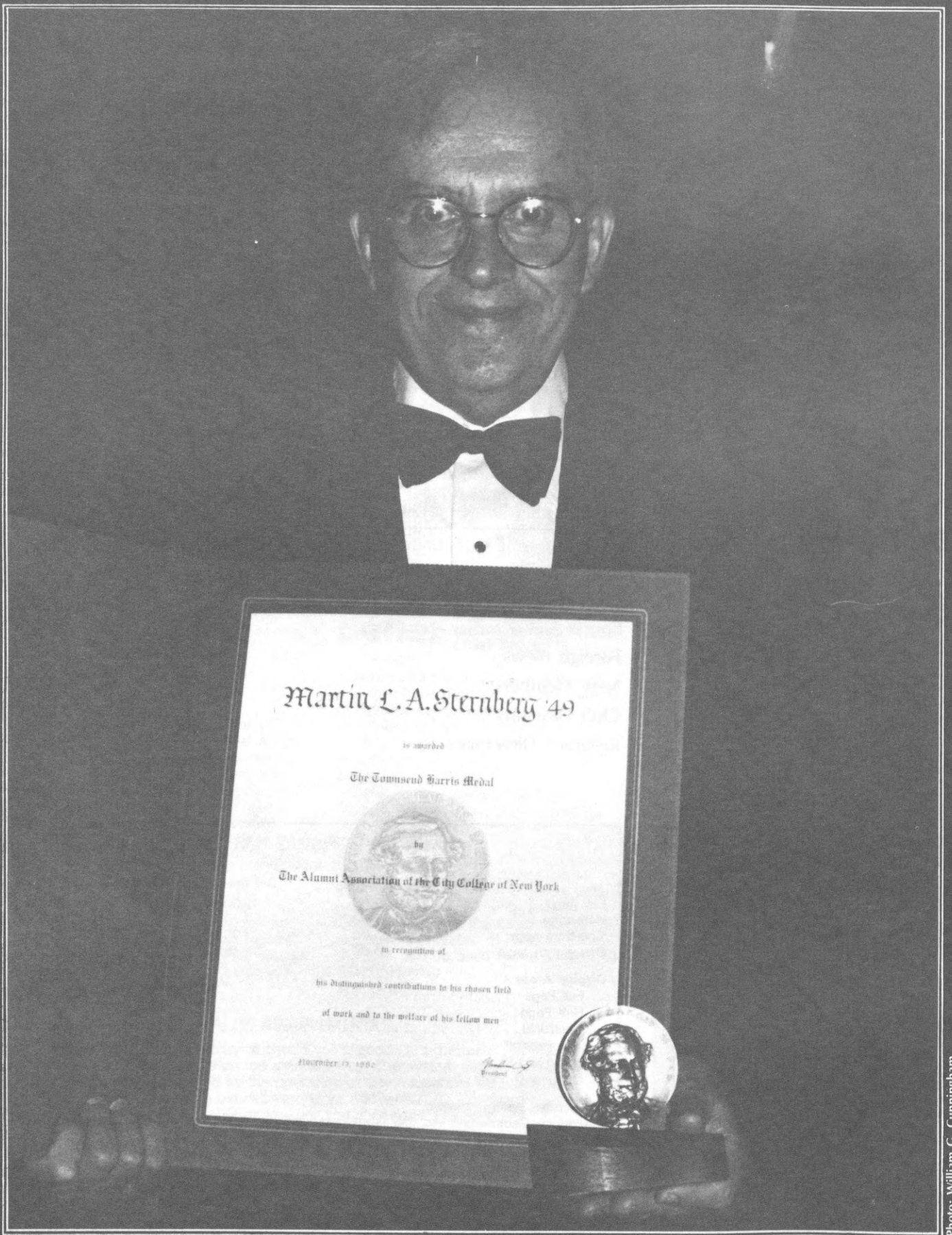


Photo: William G. Cunningham

Martin L. A. Sternberg with newly won Townsend Harris Medal and certificate of award.

MARTIN STERNBERG

"The Deaf Samuel Johnson"

by Robert Swain

Deaf Pride got a tremendous uplift when Martin L. A. Sternberg, author/compiler of the giant *American Sign Language: A Comprehensive Dictionary*, was awarded the Townsend Harris Medal, the highest honor the 136-year-old City College of New York (CCNY) bestows on its graduates for notable accomplishments in their chosen fields of endeavor.

Martin, a warm and thoughtful person with an infectious sense of humor, is already being called "The Deaf Samuel Johnson" in honor of the master wordsmith who made misspellings inexcusable by producing the first dictionary in the English language in 1755.

Previous Townsend Harris Medalists include no less than five Nobel Prize Laureates. Dr. Jonas Salk, discoverer of the Salk polio vaccine and founder of the Salk Institute, also won the Medal. Other distinguished alumni who have gained the honor were Bernard Baruch, statesman, philanthropist, and adviser to Presidents; U.S. Supreme Court Justice Felix Frankfurter; famed screen actor Edward G. Robinson; Upton Sinclair, whose book, *The Jungle*, stirred the nation into enacting the first Federal pure food law; Zero Mostel, the beloved comic actor of stage and screen; Ira Gershwin, the immortal musical genius, to name a few of the luminaries on the Townsend Harris Medal roster.

Martin received the Medal at the annual banquet of the CCNY Alumni Association held in the main ballroom of the Sheraton Centre Hotel in New York City, November 17, 1982. His relatives, friends, and colleagues—several from as far away as the West Coast, Chicago, and Puerto Rico—were among the more than 500 attending the glittering banquet.

Martin had his own interpreter, Actress Katherine Diamond, a well-known Sign Language interpreter, who sat next to him on the dais. Her interpreting and Martin's signs aroused intense interest and comments from everyone, including CCNY President Dr. Bernard Harleston, and the Chancellor of the City University of New York, Dr. Joseph S. Murphy.

In presenting the Medal to Martin, Herbert Susskind, Alumni President, commended him for his outstanding contributions to deafness rehabilitation and deafness education. The citation reads:

For you, the word "handicap" is synonymous with challenge and opportunity. The second deaf person to have been graduated from City College in its long existence, you

devoted your career to the training of sign language interpretations and the acceptance of sign language as a discipline. Influenced and encouraged by your sign language teacher, Dr. Elizabeth Peet of Gallaudet College, you devoted yourself for two decades to the preparation of your definitive work, American Sign Language: A Comprehensive Dictionary which is the Thesaurus for the deaf. You co-starred in the nationally televised series, "Speaking With Your Hands," which earned Emmy and Peabody nominations. In you, Alma Mater finds particular reason to rejoice.

Among the rapt listeners was Martin's favorite professor, Dr. Irving Rosenthal, under whose guidance he graduated with special honors in English from CCNY in 1949. Rosenthal, now retired, also taught the current Executive Editor of *The New York Times*, A. M. Rosenthal (no relation), a previous recipient of the Townsend Harris medal. He and Martin were co-journalism majors at CCNY.



Photo: William G. Cunningham

Alumni President Herbert Susskind presents Townsend Harris Medal to Martin L. A. Sternberg, as City College of New York President Dr. Bernard Harleston looks on. Katherine Diamond interprets.

Sharing the big evening with Martin were six other Medal awardees. They were: David Shemin, a two-time Guggenheim Fellow, internationally acclaimed pioneer researcher in biochemistry with a special interest in cancer cell etiology; John Lowe III, world authority on soil and rock engineering who has supervised the building of dams in the United States and abroad; Harry Mancher, former president of the Federation of Jewish Philanthropies of New York; Nathan Glazer, Harvard professor and a Guggenheim Fellow; Norma Feshbach, professor at the University of California, Los Angeles, and a pioneer researcher on the impact of violence in films and TV on impressionable children; Leonard Kleinrock, also a Guggenheim Fellow, one of the nation's foremost researchers in computer science, and holder of the L. M. Ericsson International Prize, awarded by the King of Sweden.

The Townsend Harris Medal was named for a 19th century, self-made New Yorker whose exploits in opening up trade with the mysterious Orient were made into a 20th Century-Fox release, *"The Barbarian and the Geisha,"* starring John Wayne and co-starring Sam Jaffe, a CCNY graduate and winner of the Medal. Harris was

the first U.S. consul general to Japan—the first diplomat to enter the then-forbidden Land of the Rising Sun.

Harris—he left school at 13—carved out a lasting mark as a no-holds fighter for higher education for bright young men of New York City who couldn't afford college. Over the bitter opposition of Columbia and New York University, he succeeded, almost single-handedly, in obtaining legislation to establish the "Free Academy," later named the College of the City of New York. From the outset, CCNY became nationally known for its rigorously high academic and entrance standards, ranking among the country's ten toughest colleges. Long dubbed "the poor man's Harvard," CCNY is now co-ed.

The citation of the Medal award to Martin Sternberg called *American Sign Language: A Comprehensive Dictionary* "a definitive work." It is indeed, for it is the first of its kind since Sign Language was introduced in America from France in 1817. The dictionary is also the first serious attempt to bring uniformity, accuracy, and preciseness to ASL.

The jumbo-sized dictionary has to be seen and consulted in order to appreciate the extensive scholarship and the painstaking editorial work that are its

hallmarks. It is a cornucopia of 1,184 pages, 5,340 work entries and cross references, over 8,000 drawings by Herbert Rogoff from rapid photos of hand movements, and the world's largest published Sign Language bibliography—nearly 1,300 items arranged alphabetically and by subject. In addition, it has foreign language indexes in German, Spanish, Russian, Japanese, Italian, French, and Portuguese. This useful feature makes it indispensable for foreign deaf people coming to the United States, for it helps them to learn both English and ASL.

The dictionary is now entering its fourth printing in 18 months, and Harper & Row, the first major American publishing house to carry a Sign Language book, is very much surprised and pleased at the brisk sales everywhere.

The value and achievement of the dictionary has been quickly recognized by professional groups. It was named a "Best Reference Resource of the Year" by the prestigious American Library Association (ALA). Martin considered this honor "the equivalent of a Pulitzer Prize." Every library in the United States and many abroad as well, rely on ALA selections to guide them in making new purchases for their shelves and to establish purchasing priorities as well.

The book was also chosen as an Alternate Selection by the Library of Special Education, a unit of Macmillan Book Clubs.

At the same time, honors have come to Martin. He was elected for inclusion in *Contemporary Authors*, and made a member of Authors Guild and the Authors League of America, and also listed with biographical data in its widely consulted *Authors Guide*.

In recalling the sweat and labor and the nearly 20 years that went into the crafting of the Sign Language dictionary, Martin said, "Many deaf people knew how long and hard I worked on the book; many thought I would never finish, and I must confess at times I was ready to quit. How glad I am that I had the stamina and patience to finish this project."

Believe it or not, the dictionary was the indirect result of a warning to Martin, then a newcomer to the Gallaudet College faculty, that unless he improved on his signs he had better seek employment elsewhere. Coming to his

rescue was the legendary Dr. Elizabeth Peet, for half a century dean of women and professor of romance languages at Gallaudet, and regarded as the foremost ASL expert of her time. The daughter and granddaughter of superintendents of the New York School for the Deaf (Fanwood), she personally tutored Martin in "pure" ASL for five years. Eventually he blossomed into an expert signer, and became a close friend of Dr. Peet. Old timers today note with amazement that Martin's sign style looks eerily like that of Dr. Peet. It was she who first interested him in compiling a definitive ASL dictionary, and her death in 1961 reinforced his desire to make this dream come true.

After joining the New York University Deafness Center, Martin brought Dr. Peet's idea to the attention of Dr. Edna Simon Levine, founder of the Deafness Center, professor of educational psychology, and author of important books and articles on deafness.

She assisted in the format and was instrumental in securing a two-year grant from the Vocational Rehabilitation Administration to determine the practicality of an ASL dictionary. The conclusions of the study showed this was feasible, and Martin found himself cast in the role of a lexicographer, like Samuel Johnson of English dictionary fame.

Martin Sternberg became deaf at the age of seven from spinal meningitis. His parents refused to allow him to think he was disabled. They repeatedly told him, "You're just as good as anybody else. Don't let them leave you behind!" he has never forgotten this.

His hearing gone, Martin couldn't return to the public school where he had been the best speller of his class. He learned lipreading at P.S. 47 for the Deaf and Hard of Hearing in New York City. In 1975 he became the first alumnus elected to the school's Hall of Fame.

Next, he was "mainstreamed"—without benefit of an interpreter—into Townsend Harris High School, a three-year CCNY prep school for the intellectually gifted. Here Martin first heard of the unusual man the school and the Medal were named for. The school work was gruelling, and there was a heavy load of homework to be done every night. Martin thrived on this regimen, and acquired a love of languages, especially Spanish. This was to come in handy when he became a visiting professor at the University of Puerto Rico's School of Speech Pathology, Language, and Audiology, and at subsequent training and workshop activities in Puerto Rico.

Townsend Harris High School was closed for budgetary reasons by New York City in 1942, and Martin transferred to DeWitt Clinton High School. There he did just as well, and his

Medal Winners at Annual City College of New York Alumni Dinner. Seated (left to right): Finley Medalist Jacob N. Kaplan; Townsend Harris Medalists David Shemin, Martin L. A. Sternberg, Norma Feshbach. Standing (left to right): John Lowe III, Harry Mancher, Leonard Kleinrock.



Photo: William G. Cunningham

grades had him accepted by choosy CCNY. He received his bachelor of science degree with honors in English, plus the Lock and Key of the Senior Honorary Society, and the Gold Key of the Student Council for meritorious services to the college and campus organizations.

Upon graduation, Martin thought he was the first deaf person to achieve that distinction. Later he learned that he was actually the second. Samuel Block, former board member of the NAD and retired Director of Research of the National Railroad Retirement Board, was the first deaf CCNY graduate (Class of 1932).

Sternberg's first position was teaching English at Gallaudet College. He spent a total of five years there, conducting courses in writing and literature. He founded the college's Office of Public Relations and popularized the slogan, "The World's Only College for the Deaf," before the public eye. Assisting him in this PR effort were a young prep student, Jack Gannon, author of *Deaf Heritage*; and a graduate student, Henry Bjorlie, now Superintendent of Mill Neck Manor School for the Deaf on Long Island, New York. In one six-month period four major national magazines gave the college prominent feature coverage. For his PR work Martin was awarded a Certificate of Achievement by the American College Public Relations Association, and was called "the best man in the business" by his hearing colleagues at other colleges along the Eastern seaboard.

Returning to New York City, he landed a berth as industrial and institutional public relations copywriter with Ruder & Finn, an innovative PR firm that was creating big waves on Madison Avenue.

But his heart still belonged to deafness education, and he accepted the challenging position as Director of the Communication Skills Program at the New York Society for the Deaf. Six years later he began a long affiliation with New York University's Deafness Research & Training Center, as coordinator of its manual communication program; and started the nationally popular "ISLI" (Intensive Sign Language Institutes)—five- or six-day crash programs for people wishing to learn some Sign Language in a hurry. He also completed his doctoral studies at NYU, in

deafness rehabilitation. At the same time he held the rank of Adjunct Assistant Professor and Associate Research Scientist. His NYU post served as a base for his training activities in Puerto Rico and in the Virgin Islands, where he has many friends and colleagues in the special-education, rehabilitation, and Government fields.

Today, Martin heads his own firm, Martin Sternberg Associates, Communication Consultants, at 663 Fifth Avenue, New York; and holds the post of Adjunct Associate Professor in the Deafness Education Program of Adelphi University, in Garden City, N.Y. In addition, he squeezes time from his busy schedule to consult and teach twice weekly at the New York Institute for the Education of the Blind, working with staff to explore alternate means of communicating with deaf, low-vision children. Among his innumerable consultancies and special projects, he conducts a Sign Language training program for staff of the Queens Borough (N.Y.C.) Public Library. This is part of the 60-branch Queens Library system's aggressive and far-reaching efforts to reach disabled library users. He also serves on the Library's advisory council; and for the last five years on the Advisory Commission for Occupational Education of the New York City Board of Education. He is a trustee of St. Francis de Sales School for the Deaf, in Brooklyn.

One of the less well-known but more colorful facets that mark Martin's career is a long-standing love affair with the performing arts.

It began when his mentor, Dr. Edna Simon Levine, in 1957 introduced him to Anne Bancroft, then starring in the original Broadway production of *The Miracle Worker*. For six months he taught her signs in her dressing room, just before curtain time, and she became an amazingly fluent signer, filling two thick notebooks with signs and their usage. Patty Duke, then a tiny girl, often came in for a lesson. A warm friendship was formed, and Ms. Bancroft went on to make the movie of the same name, which won her an Oscar. Meanwhile, encouraged by Dr. Levine, she joined with her, director Arthur Penn, and late Rehabilitation Commissioner Mary E. Switzer to explore the idea of a national showcase for deaf performing talent. Thus was born the

world-famous National Theater of the Deaf, and David Hays joined as Artistic Director.

Since then, Martin has tutored many stars for special roles involving the use of Sign Language. Among them are noted character actress Viveca Lindfors, Michael Ontkean, Amy Irving, and John Carradine. He served as Sign Language and Technical Consultant for the M-G-M release, *Voices*, and gleefully recalls how he pulled in more than 20 deaf friends for parts in one scene of that movie, which featured authentic TTY and doorbell-light scenes. M-G-M had never seen a TTY/TDD, and Martin brought in his faithful MCM, which was promptly seized and a special scene was written around it, with Martin writing some of the dialogue in the script.

While at NYU, he and colleague Lilly Corbett co-starred in a national NBC ten-part Sign Language TV series, *Speaking With Your Hands*, which enjoyed four reruns, was seen in over 125 cities, won Emmy and Peabody nominations, and received both gold and silver medals at international film and TV festivals.

In reflecting on his career in deafness rehabilitation and deafness education, Martin Sternberg regards the award of the Townsend Harris Medal "as much more than an honor to one person . . . It is a great 'plus' for Deaf Pride. I feel very strongly that the award of this Medal signals recognition to disabled people everywhere, coming so soon after the International Year of Disabled Persons, for I believe I am the first so-called 'disabled' person to receive it.

"The Medal," he continued, "also signals full recognition by America's academic community of the role of American Sign Language as a language and as an important subject of study and research. How well I remember the days when my teachers slapped my hands for signing! Now they line up for Sign Language lessons themselves. We have come a very long way indeed in a relatively short time, and I foresee, with the award of the Townsend Harris Medal to a Sign Language researcher and lexicographer, even greater strides to come." ■

(Mr. Swain has a long time involvement with organizations serving deaf people. We are delighted to once again carry one of his fine articles.)

Notes on Deaf FINNS

by Carolyn Brimley Norris

Finland is a country which few people seem to know much about. This is unfortunate and ironic, because it is a nation which offers a lot to its citizens, including deaf Finns.

First, let me establish that Finland, though off most tourist-routes, is not a small, dark, freezing semi-communist country. It is the sixth largest country in Europe, the size of Italy—or of California. Its capital, Helsinki is hardly further north than Stockholm. In summer it is possible to read outdoors all night, and in winter, white snow brightens long but well-lit nights.



Finland has only 4.8 million people—the population of Chicago or Tennessee; approximately 300,000 Finns have some sort of hearing impairment. Five thousand are severely deaf, and 450 are deaf-blind. Forty-six deaf clubs, fifteen youth clubs, and three national associations serve these Finnish people.

Finns tend to be tall, and almost all are blue-eyed; many are blond. The nation is bilingual, like Canada, but Finland's chief languages, Finnish and Swedish—unlike Canada's English and French—are not related. Finnish is not an Indo-European language at all. More about this, later.

Finland lies between Sweden, which ruled it until 1809, and Russia, which took it over in that year. Finland declared its independence from Russia in 1917.

Now Finland is a free western democracy which does less than a quarter of its trade with communist countries. It is very congenial with the United States, Scandinavia, and the rest of western Europe.

The Finnish counterpart of the NAD is Kuurojen Liitto, the Deaf Association. Liisa Kauppinen, its General Secretary, is an energetic young mother of two who became deaf at five. The public information officer and chief interpreter is Raili Ojala, the daughter of deaf parents.

Raili's brother, Risto, has an important position in Kuulonhuoltoliitto, the

Terttu, Eero & Raili Ojala on the day of the newspaper announcement of Terttu's national medal.

Finnish Hard-of-Hearing Association.

I met Raili Ojala in 1978 when my husband began his botanical research at the University of Helsinki. Raili helped me with a novel I was then composing, and furnished information about deaf people in Finland that impressed me very much. During our second stay, in the autumn of 1982, we discovered that still more advances had been made in the lives of Finnish deaf people. This time I met the rest of the Ojala family, plus aunts and uncles; the signs we had in common plus those they taught me proved an easier means of communication than spoken Finnish.

To start at the beginning—a child with any hearing-impairment gets early attention, free of charge, in Finland. Toddlers and their parents are offered a training course, and their transportation, room, and board are paid. They reside at the hard-of-hearing center for a week. They have group counseling and communication training, and the child is fitted with a hearing aid. In a cheery setting, parents and toddlers work together and separately to adapt to deafness and to oral and manual modes of communication. Total Communication has become popular in Finland.



NATIONAL ASSOCIATION of the DEAF

Introducing 4 new books from the National Association of the Deaf

The NAD takes great pride in announcing our 4 newest titles - *Curriculum for Multiply Disabled Hearing Impaired Students* by Dr. Doris Naiman, *Teaching American Sign Language as a Second/Foreign Language*, edited by Caccamise, Garretson, Bellugi, *How to Get the Job You Really Want* by Deborah Veatch, and *Friends Are For Signing* by Timothy Jackson.

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3. Spiral binding to lie flat for easy reference.

This curriculum sells for \$13.95 per copy.

Teaching American Sign Language as a Second/Foreign Language

This excellent new book is a compilation of the proceedings of the third National Symposium on Sign Language Research and Teaching. It contains papers written by many well known professionals in the field of sign language research and teaching. Topics covered include —

1. Language and Culture - use of euphemisms in American Sign Language, relationship of hearing subordinates to their deaf supervisors, learning ASL as a first language, etc.
2. Curriculum Development - developing an effective language teaching curriculum, designing a curriculum to teach ASL as a foreign language, etc.
3. Instructional Methods - the direct experience method, grammar translation approach, methods of teaching fingerspelling, etc.
4. Materials for Teaching/Learning ASL - evaluating sign language materials, review of current sign language materials, etc.
5. Evaluation - diagnostic approach to assessing ASL in the classroom, foreign language testing - its implications for ASL skills.

This book is available for \$15.95.

How to Get the Job You Really Want

This new book represents the world's first effort to help hearing impaired and deaf job seekers access employment opportunities more effectively.

How to Get the Job You Really Want is an easy-to-read workbook that lets you learn through a variety of activities. Just look at what you get:

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3. Other sample letters accepting or rejecting job offers that you can send to employers.
4. Valuable flow charts and illustrations that take the mystery out of the job search process.

How to Get the Job You Really Want is available for \$10.95 per copy.

Friends Are For Signing

There is finally a beginning sign language book for everyone - *Friends Are For Signing*. A young girl takes sign language classes in order to meet a cute deaf boy. Clever comic strip characters (from *What Are Friends For?*) illustrate 75 beginning signs plus the manual alphabet. All signs are listed in an index and there is also a list of suggested readings.

Friends Are For Signing sells for \$1.95.

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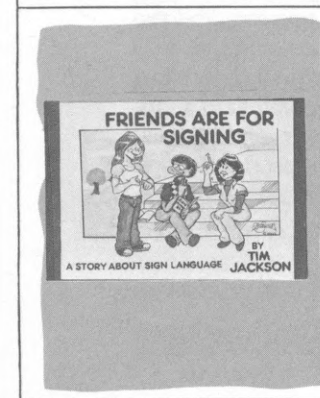
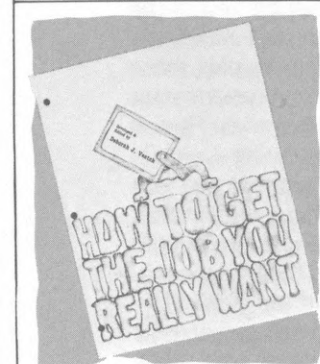
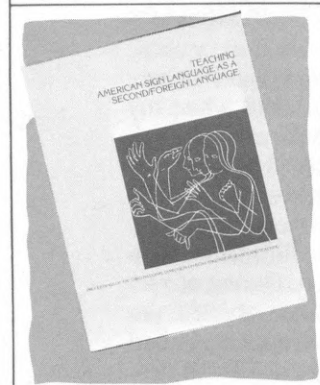
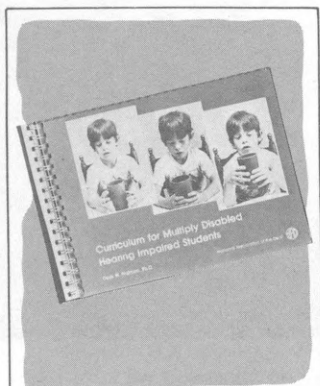
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Other training courses, lasting for a week or just for a weekend, are offered by the Deaf Association, Kuurojen Liitto. Some are for families of deaf children; some are for the deaf parents of hearing children. Some courses are presented for multiply handicapped people, while leadership training courses are intended for the officers and active members of Finnish deaf clubs. Many courses for interpreters and Sign Language courses are also offered, plus drama, cultural, and hobby courses.

The Deaf Association alone has fifty deaf and hearing workers, including fifteen social workers who reside in different districts of Finland, acting as public relations people, ombudsmen, and Counselors. They make sure deaf people receive all the opportunities and services available to them.

Since 1979, every Finnish deaf person has had 120 hours per year of free interpreter-service available; half of these hours can be used for leisure-time activities. The deaf-blind get 240



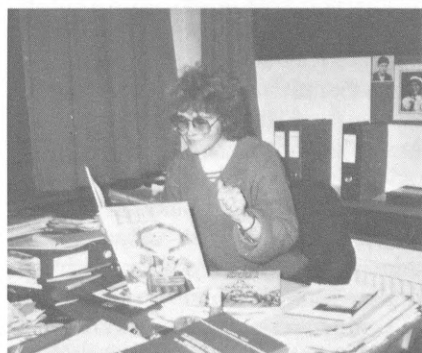
Raili at a Finnish TDD - free to deaf Finns

hours. For deaf students who study alongside hearing students in a university, more interpreter-time becomes available. There are about 350 freelance interpreters in Finland. (This ratio is the equivalent of 14,000 interpreters for the U.S. deaf population.) Finnish experts feel there are not enough interpreters in Finland, nor are they widely enough distributed over the country. Interpreters are used chiefly for doctor-visits, church services, banking, and other important encounters. More qualified, specialized interpreters are needed for educational and cultural settings.

Fifteen "deaconesses," who are nurses with social-work training, aid

deaf Finns who are aged, ill, or alcoholic. Five full-time ministers (hearing) are also available to serve the deaf community.

Many deaf people in Finland travel abroad to conferences and festivals of the deaf. Funds are available to help support these trips. Inside Finland, news of cultural festivals and other activities are published by magazines similar to *The Deaf American*. *Kuurojen Lehti* is published by the Deaf Association, and *Kuuloviesti* by the Hard-of-Hearing Association. Deaf-



Liisa Kauppinen - head of Kuurojen Liitto with signed children's book *HEI (hey!)* in her office

blind Finns have their own association, Suomen Kuurosokeat, with their own expert social workers.

For those who become deaf after childhood, auditory tests and hearing aids are available, as well as a special six-week adaptation course. For three weeks in the spring and three in the fall, late-deaf adults gather at the center north of Helsinki.

This course is one of many led by Raili Ojala's brother Risto Ojala. It features individual and group therapy with psychologists who have the option of communicating by typing their words onto a TV monitor. A doctor gives physical examinations, and social workers discuss economic concerns like jobs and pensions, and equipment that includes light-signals and TDDs. Not only the late-deafened person, but the family as well can attend this course and live by a beautiful lake, enjoying the lively interaction. Meals and the famous Finnish sauna are furnished, free.

Summer Sign Language courses lasting as long as a week are presented in Finland in five or six locations. The Deaf Association is the sponsoring organization. In the winter, many adult-education schools offer Sign Language

courses. The Deaf Association trains Sign Language teachers and publishes all sorts of manuals and books, including stories and songs in signs. Finland was the first country to publish a translation of the Spradley's book, *Deaf Like Me*. A condensed Finnish translation of *In This Sign* is also available. A campaign is underway to bring the drama *Children of a Lesser God* to Finland.

Unemployment among deaf Finns is lower than the national unemployment figure of six percent. Some firms seek out deaf workers, because many prove to be so skilled and so loyal. Deaf Finns seem to be very well educated people.

How does their educational system work? Four boarding and 14 day schools enroll deaf children from age six to 17, after they have attended special kindergarten classes. There is one secondary school in Mikkeli; and several vocational schools offer courses like home economics, farming, and gardening. There is now a special program for deaf students in an adult college in Turku.

Finland's version of T. H. Gallaudet appeared 100 years ago in the person of Karl Olaf Malm, founder of the first school for the deaf. There is, however, as yet no university comparable to Gallaudet College or NTID.

All the schools use Total Communication, but it is not demanded, so the level of expertise varies greatly. Teachers and rehabilitation workers believe in including signs in their communication, and have since 1970 gradually accepted Signed Finnish. The new school law now in Parliament mentions Sign Language for the first time, and if it passes, teachers of the deaf will be directed to know it and to use it in Total Communication.

Research in Finnish Sign Language (FSL) began at Helsinki University in the summer of 1982.



Conference Room at Kuurojen Liitto, with souvenirs. (Helsinki)

The spoken language of Finland is quite intriguing. It is related to Estonian and Hungarian, but not to any Indo-European languages—not to French, German, Russian, or English. Finnish includes 16 different spellings for the singular forms, and 16 more spellings for the plural forms of all nouns, pronouns, adjectives, and infinitives. No prepositions are used, because—for instance—the word for “bird” will be spelled differently to mean “to the bird,” “in the birds,” and even “from in the birds”! Articles like “a” and “the” do not exist. Visitors can easily memorize and speak Finnish root-words, because pronunciation is regular, and stress always falls on the first syllable. However, it is difficult to construct even the simplest sentence, and I’ve heard it said that Finnish can be mastered perfectly only by Finnish babies!

To illustrate, the words for “mother” and “father” in Spanish, French, German, Swedish, and Russian are: “padre”/“madre,” “pere”/“mere,” “fader”/“mutter,” “far”/“mor,” and “mama”/“papa.”

Finnish has “isa”/“aiti”!

A word like “ninety-three,” which expands in Finnish to “ydeksänkymmentakolme,” can be fingerspelled “90-3,” but there are so many compound words of twenty to forty letters that fingerspelling is sparingly used in Finland. Often, only the first letter or letters are spelled. Most of the prelingually deaf people that I met spoke—or mouthed—Finnish, and signed Finnish and Finnish Sign Language. A few have mastered the same three modes in Swedish and English as well.

The high level of general education in Finland is exemplified by a Finnish exchange-student (hearing), who lived with us in 1979-80. Jaakko spoke his two national languages plus English, German, and Japanese. He considered himself just an average Finnish tenth-grader, but he found twelfth-grade studies in northern California almost boringly simple. Most urban Finns under forty speak at least three languages—very helpful to tourists in this beautiful country of 60,000 lakes. Its vast forests stretch from the blue Baltic Sea to reindeer-filled Lapland.

When I met Risto Ojala in 1982, he was busy with the Hard-of-Hearing

Association’s course for the late-deafened. This one of his many courses and projects interested me particularly, because of my novel about a man deafened in Viet Nam. He asked me to speak briefly to the twenty adult students, but I knew only 200 Finnish root-words and at that time knew only a dozen Finnish signs. Therefore, I had to speak English and keep my hands behind my back to avoid adding American signs. Meanwhile, Risto’s sister Raili translated my words into slowly spoken and signed Finnish. Her brother typed Finnish sentences on a machine which transferred them to a large TV screen in front of the audience. Some visually handicapped people watched the Finnish on small, individual TV monitors.

Some of these late-deaf people had learned many signs already; some could speechread well. Finnish words, being so regular in pronunciation, are far easier to speechread than English words, but Finns tend to be quiet, reserved people, who move their lips very little when they speak.

The one-to-one relationship between written and oral Finnish permits some

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deaf Finns to use a bone-conduction device attached to a finger. A few can even make out telephone messages with this machine. Unfortunately, this method is not successful with English, though it can be used for Swedish and other languages with regular pronunciation.

Another communication mode used in Finland is the Mouth-Hand System from Denmark, called "MHS." Fifteen hand positions aid in speechreading.

For communication over a distance in Finland, modern computer-type TDDs called "text-telephones," have been furnished free by the government since 1980, if the deaf person buys the telephone and pays the phone bills. I was pleased to announce that the same arrangement is in effect in California, and is spreading throughout the States.

Finland has already begun paying fifty percent of the cost of TV decoders for each deaf citizen. These carry the written text which appears on one TV channel. News, weather, sports and also deaf community news are visible. This is the fastest information source in Finland. This year, closed-captioning

of regular TV programs begins, very much like our closed-captioning in the U.S.A.

The Finnish Deaf Association has dreams for the future. One dream is someday to have a free video-recorder for every deaf person, and a video library in Helsinki to lend cassettes with information, stories, fairytales, and plays in signs. Another dream is to have its own building, like Halex House, with offices for the Deaf Association, the Hard-of-Hearing Association, the Deaf-Blind Association, the Helsinki Deaf Club, and the Sports Association of the Deaf as well. A cultural center is needed to house the Theater of the Deaf.

I enjoyed attending in Helsinki what was called a deaf cultural evening, which included mime, dance, and signed poetry. Then *Romeo and Juliet* was performed in Finnish Sign Language. The artistic professionalism of all performances made one marvel that a 300-member local club included so much talent. From a section of the *Kalevala*, Finland's great national epic, to pantomime about modern-day light-signals, the acting was superb.

Shakespeare's long, sixteenth-century play was condensed by the deaf actress who took the role of Juliet's nurse; the humor, pathos, and drama were compelling, and the costumes and sets, excellent. Raili Ojala translated all the performances into spoken Finnish for hearing people in the large audience.

The question arises, who pays for all these services furnished free to deaf citizens of Finland?

The Deaf Association receives only ten percent of its funding directly from the Finnish government. Sixty percent of its financing comes from the Lottery Funds. Machines in public places allow Finns to risk a few marks (a Finnmark is twenty cents, and excessive gambling seems not to occur in this nation with its very low crime-rate). The other thirty percent of the Deaf Association budget comes from its sale of books, candles, puzzles, stickers, and other items.

Statistics do not give a rounded picture of deaf people's lives in Finland, and in 1982 I was allowed a glimpse into some of these lives. Several

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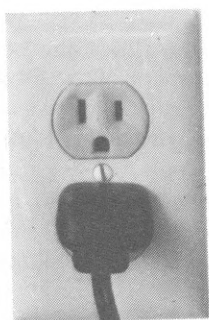


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families north of Helsinki opened their homes to me.

Ninety-five percent of all Finns are considered members of the Lutheran Church. One Sunday I attended church with the deaf parents of Raili and Risto Ojala, and found that I could manage to sing the hymns from the hymnal. However, I could understand nothing that I so enthusiastically sang. Eero and Terttu Ojala were amused that they, but not I, understood the printed words to the hymns. When it came to the sermon, all three of us needed to watch the Ojalas' young nieces interpret the pastor's words in signs.

Some small hint of a deaf person's world can be experienced by a hearing American who tries to get along in the countryside on a tiny Finnish vocabulary. The Ojalas understood why I felt so "deaf."

They were very patient while I learned Finnish signs and tried not to slip in American words and signs while talking with them. They fondly remembered the visit several years ago of Bernard Bragg to their home; he, of course, picked up their signs with miraculous speed. From my brief experience, less than one quarter of the signs are identical in Finnish and English. Another quarter seem similar in sense. "Butter," "cheese," "shoe," and "dog" are signed identically. Our "marry" is their "friend," and our sign for "friend" is like their "brother/sister" configuration. However, our "table" is their "vacation" (resting with arms crossed), and their "rat," oddly enough, looks like our "stocking."

The Ojalas and their relatives did not consider themselves exceptional, though I certainly did—with good reason. I was visiting them on their Independence Day, December sixth, the day that Terttu learned she was among the Finns awarded a national medal. Her notable accomplishments include decades of service to her local deaf club, caring for a deaf-blind boy in their home for seven years, and teaching Sign Language classes. Her hearing parents had four hearing and four deaf children.

Terttu's medal will look nice next to her husband's collection of Deaf Olympics, Nordic, and Finnish athletic medals. Eero Ojala won a gold, a bronze, and two silver medals between 1939

and 1953 in the World Games, and held the world javelin record for fifteen years. He has retired from plywood-factory work, but continues to build houses in his spare time, to craft furniture, and to create designs in leather. Eero's parents and siblings were all hearing.

Terttu's brother, Antero Lehtola, is another Deaf Olympics champion—in cross-country skiing. I saw his array of medals when I visited the four Lehtolas. Antero's deaf-blind wife, Anja, served us tea and her fabulous Finnish Christmas cake, and introduced me to their hearing daughters.

Terttu's sister Lahja and her husband Martti Kaartti, both deaf, have four interpreters and two accredited Sign Language teachers among their four children.

I received a warm welcome from these cosmopolitan Finns. Eero and

Terttu have twice visited the U.S.A., where Raili was once an exchange student. With their deaf club, they have taken tours and study-trips to Leningrad, Ethiopia, and Egypt—where Terttu rode a camel!

This report could go on and on, but our 1982 stay in Finland could not. We left Finland in December, when the sun sets at 2:30 p.m., and we plan to return when the sun seems hardly to set at all, in the summer of 1983.

The northern sun shines brightly all year long upon the deaf people of Finland, who say to us—

"Kiitos kaynnista ja tulkaa toistekin."

"Thank you for coming, and do come back." ■

(Carolyn Brimley Norris has written *Island of Silence* and *Signs Unseen, Sounds Unheard*, both of which are available from the NAD Bookstore. She is also a partner in *Modern Signs Press* and *Alinda Press*.)

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THE SENIOR CITIZEN section

by W. T. Griffin

Our efforts to wriggle out of this senior citizens reporting job ended up in complete failure. Remember, we tried. President Horthy told us to go back to our corner, stand up, and come out fighting like a man (a young one). We will try, honest to goodness.

We had to testify before a legislative committee not too long back. The chairman asked us how old we were. Why? Our guess is that he wanted the members of his committee to realize we might not know what we were saying. Anyway, we told him we were all of 80, but we had a pair of knees that were 125! ■

We think this is cute. Hope you will too because it is with a straight face we have swiped it:

"My face in the mirror isn't wrinkled or drawn,

My furniture is dusted, the cobwebs are gone;

*My garden is lovely, so is my lawn;
Don't think I'll ever put my glasses back on!"■*

Our senior youngsters are setting such a torrid pace in the traveling department that we are hard put to keep up with them. But be very sure they are not wearing out rocking chairs! All of this speaks well of a healthy attitude and a determination not to stay holed up in a house by the side of the road. We hear a trip to the moon, both ways, is only \$15,500.00. Who will be the first to try it? Charley? Harold? Horthy? Charlotte? Rhoda? Charles? Gordon? Rozelle? Loy? Florence? Margaret L? Margaret M?■

A young girl wrote an essay on anatomy. It seems to fit most of us:

"Your head is kind of hard, and your brains are in it, and your hair grows out of it. Your face is in front of your head where you eat.

Your neck is what keeps your head off your shoulders, which are sorta like shelves where you hook the straps to your bib overalls.

Your arms are what you have to pitch a softball with and so you can reach for muffins at breakfast. Your fingers stick out of your hands so you can scratch, throw a curve and add arithmetic.

Your legs are what you have so you can run to first base. Your feet are what you run on, and your toes are what get stubbed.

And that is all there is of you except what's inside, but I've never seen that."

It will be interesting to learn how many of us recognize ourselves by this description. We ain't seen the insides either. ■

Here are three wishes for 1983 to each one of you. It was written by Jane Merchant:

"May you have honeysuckle pearled with dew each spring, and shimmering hummingbirds to dart about your home each summer, and may you forever have a rainbow in your heart."■

Many of us are concerned, and rightly so, with the future of Social Security. Our feeling is that there are too many of us for Congress to shut us out in the cold. We also think we have small reason to complain should we get jolted a bit. We are receiving far more than we paid into the fund, and this reflects 100%+ profit. And, yes, gratitude. We have never had to bite the bullet and we just hope we do not have to start now because our teeth are in a terrible state and we can just see our dentist standing near his torture chair, with a grin as wide as the Grand Canyon. ■

One for Ripley's Believe It Or Not: On a Caribbean cruise, featuring eight meals a day, one young lady actually lost five pounds. We can beat that,

witness: on just two meals a day, square, oblong or circular, we can easily gain five pounds. ■

At a recent session of teachers and counselors at our alma mater, we were asked what is the greatest need of the deaf today. Our first thought was communication, but we could not exactly go along with this. Our answer was *Leadership*. We think we are not doing a very good job of getting our younger deaf interested in rolling up their sleeves to be ready to take over when we old timers have to go. We know a great many of you will disagree with us, still we stand pat on what we think. In Oklahoma we find it very difficult to get our youth interested in joining our associations and this fact worries us no end. Basketball, football, bowling, baseball and fun come first - the OAD and the NAD are way, way back. ■

Take your choice of these two alternatives:

You are getting old if you go to the refrigerator and don't remember whether you wanted to put something in or take something out.

You're still young if the morning after the night before still makes the night before worth the morning after. ■

Now, after reading this department you will understand why Horthy made a big mistake in rejecting our resignation. We are getting senile, non-ambulatory, frustrated, and belligerent. But despite all of those frightening words, we still find life great and the mostest fun. ■

PS. On the extra income tax exemption for deaf persons: with being asked or otherwise, we vote YES. Once upon a time when we were young and thought we had all the answers, we voted NO. Some common sense has come to us since then. If we had all of that cash we have had to pay for extras we would be riding around in a new Cadillac every year instead of a battered jalopy that causes hair to stand on end when folks see - better still - hear us coming down the street. Tell your Senator or Congressman how you feel. A Happy New Year and a Joyous Income Tax Refund! ■



sports

by Art Kruger

They Gave PSD a Surprise 7-1 Season—Pennsylvania School for the Deaf enjoyed the most enjoyable football season in Southeastern Pennsylvania. The 1982 campaign was sweet revenge for the PSD Panthers who have taken a lot of lumps over the years. The players are from left to right: Mike Berger (44), Jonas Fenicle (23), Tom Lipanic (54) and All-American Jeff Cucinotta (30).

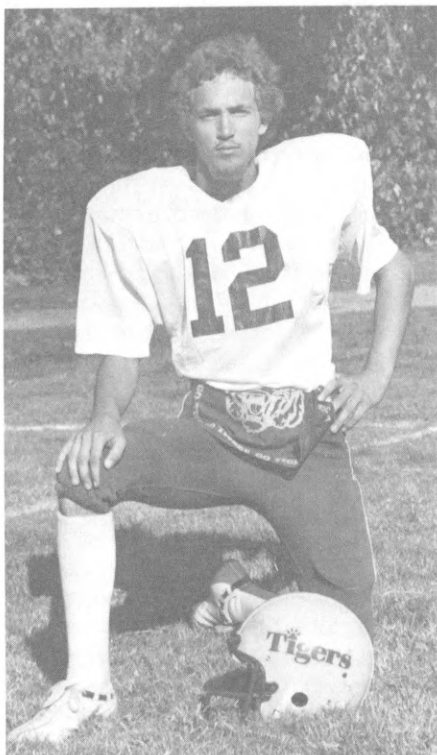
47th Annual Prep Football

Although we are still awaiting a report on the Kansas School for the Deaf football team, we decided to go ahead with our 47th annual deaf prep football story.

Indiana School for the Deaf was 6-3, but unbeaten against five deaf opponents.

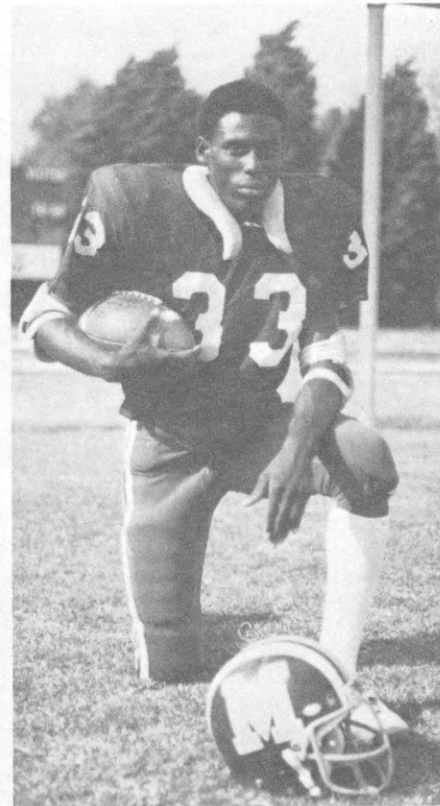
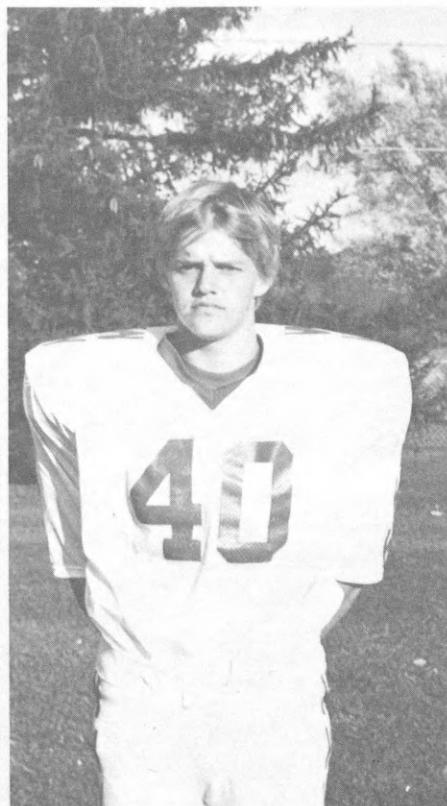
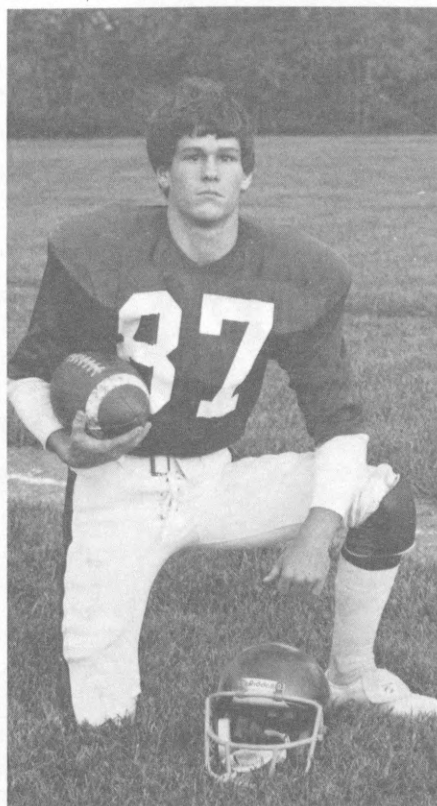
Tennessee School for the Deaf reeled off nine straight wins after a

season-opening loss to Mississippi School for the Deaf, the first nine-victory year in the school's history, including a perfect 4-0 East Tennessee Independent Football Conference.



Above: Top Tiger Performers—They were the main reason why Georgia School for the Deaf posted its second straight 8-2 slate. Left to right: **Mark Weldon** (12), quarterback; **Mike Black** (77), offensive tackle and linebacker, and **Wilburt Marshall** (45), tailback. Both Weldon and Black are seniors, while Marshall is a junior.

Below: Nation's Top Ends—**Kenny Brennan** (87) (left) of Maryland and **Bob Beyer** (40) (center) of Wisconsin, Brennan was tops with 14 quarterback sacks, while Beyer chalked up 425 yards in receptions and caught 5 touchdown passes, both tops in the nation among deaf prepsters. **Steve McNeese** (right) was the key to Mississippi's success. In his first year on the high school scene, Steve rushed for 1,212 yards for a new deaf prep freshman record. The following year, 1982, as a 16-year-old sophomore, he rambled for 1,029 yards. A straight-A student, McNeese not only excels on the football field, but is also a star in track. He was a member of MSD's Class B State Champion 880 relay team as an eighth-grader and helped capture the state 440 relay title last year. Both times were the best in the nation among deaf schools.



After losing 21-19 to White Plains High on a last-minute field goal and 10-0 to Social Circle High, Georgia School for the Deaf won eight straight games including a 6-0 record against deaf prep clubs, posting an 8-2 mark for the second straight year. The victory over Florida School for the Deaf, a Class AA team, was GSD's first such win in 14 years. And while the Cave Spring high school players from this small west Georgia town have been playing for GSD for nearly 20 years, they have never turned out as in the past two seasons. The GSD football team, composed of 33 deaf GSD students and 13 hearing Cave Spring students enjoyed this unity and also the most successful season in GSD's history. "In the past, the two groups have often been isolated from each other," wrote Sam Niemeier, head football coach at GSD. "But over the last two years, there has been the best intermingling between the two that I have ever seen. Having the hearing and non-hearing boys together is terrific community relations. We call it reverse mainstreaming."

According to a newspaper article, Kansas School for the Deaf finished the '82 season with a 7-3 record, and wrapped up its second straight Two Trails League Championship, the District Crown, and a final season ranking of No. 3 in the State Class 1A. One of its three losses was to the mighty Rossville High eleven. Rossville was the defending Class 3A State Champion, and beat KSD 16-8 after tying 8-8 in the fourth quarter. The other two losses were to Indiana Deaf in overtime, 0-6, and to Baileyville, the No. 1 ranked team in 1A, in the Regional Championship, 0-21.

Terry Clark has accomplished several "firsts" since he took over as head coach at Mississippi School for the Deaf in 1980. At the time Clark transferred from St. Andrew's High, MSD had not won more than one game in a season since it began playing football again in 1974 after disbanding its football program in 1967 due to a lack of players. Last year Clark and his two assistant coaches, Gordon Weir and Glen Deville, led MSD to three victories. This recent season, Clark and MSD racked up four wins. And despite its 4-5 slate, MSD got the reputation of being the best team in the whole South, if not

one of the five top deaf prep elevens in the nation. Under the leadership of third-year coach Terry Clark, MSD has whipped the other deaf prep schools with regularity for the past two seasons. In the 1981 season, Clarke's second, the MSD Bulldogs defeated Tennessee 18-7. Since then, MSD hasn't lost to a deaf school. Compare this to 1978-80, when MSD allowed 1,080 points in 27 games, an average of 40 points per game, giving up 40 or more points in 15 of those contests. For example, Alabama rolled up 87 points in 1979. During the same three years, MSD was shut out 12 times.

In 1981, things began to turn around. The MSD defense lowered its opponents' output to 197 points. This recent season the defense lowered the total to 135 points. The offense produced 116 points last year, and 160 this '82 campaign. "We probably gave up more points in my first year here at MSD than anyone in the state," Clark wrote. "We gave up more than 300 points. We have really improved since then."

Clark coached at Utica High from 1969-77 before moving to St. Andrew's High. In his last year at Utica he guided Utica to a 10-2 record. In the spring of 1980 Clark went to several track meets that MSD participated in. He wanted to find out what type of athletes MSD had. He liked what he saw and applied for the coaching job at MSD and got it.

The 36-year-old Clark, in his 15th year of coaching, believes there are two keys to the improvement of the MSD team—a better defense and a bet-

ter attitude. "It takes time to put together a good defense. Defense is a tradition. A person has to come to believe that he can stop someone. You have to take pride in hitting somebody. Offense may be flashy, but defense wins games," Clark says. The attitude at MSD has improved tremendously since Clark arrived. According to Clark, "The main problem with deaf athletes is they don't think they can compete with hearing people. It's the mental attitude; if we could get them to approach a game with the confidence that they have when we play a deaf school, we could do a lot better. There is only one thing that can instill that type of attitude—winning."

Most important of all is that MSD played tough high school competition. In one of those games against high school clubs, MSD lost a heart-breaker to McLaurin 14-15. McLaurin scored all 15 points in the last four minutes of the game. "We are becoming more and more competitive," Clark wrote. "And we will continue to improve. Over the next two years, we should be more competitive than ever." MSD could become a dynasty in deaf school football very soon.

Losers among the 28 deaf prep schools outnumbered winners at 17-11. Model, Pennsylvania, Maryland, Fremont and South Carolina kept the win total above the losses. Eastern North Carolina and Wisconsin had a .500 season.

Here are the 1982 football records of those 28 schools for the deaf:

East					
School	W	L	T	Pts.	Opp.
Model (D.C.)	5	4	0	178	134
Pennsylvania	7	1	0	130	52
Maryland	5	4	0	135	150
Virginia	2	7	0	78	161
West Virginia	0	7	0	61	201
Central					
Indiana	6	3	0	233	75
Illinois	4	5	0	109	184
Wisconsin	3	3	0	114	125
Kentucky	4	5	0	156	188
St. Rita (Ohio)	0	7	1	40	237
Midwest					
Kansas	7	3	0	200	99
Minnesota	3	5	0	98	160
Missouri	2	8	0	94	293
Iowa	1	7	0	90	281

Farwest

School	W	L	T	Pts.	Opp.
Fremont (Calif.)	5	4	0	173	141
Riverside (Calif.)	2	5	0	52	193
Washington	2	5	0	52	193

Southwest

Mississippi	4	5	0	160	135
Texas	4	5	0	199	182
Arkansas	0	8	0	71	188
Louisiana	0	8	0	—	—

Southeast

Tennessee	9	1	0	300	70
Georgia	8	2	0	265	60
Florida	3	7	0	133	275
South Carolina	6	3	0	129	146
Eastern N.C.	5	5	0	236	127
Alabama	2	6	0	83	192
North Carolina	0	10	0	36	381

And now take a look at the 1982 interschool for the deaf results:

Tennessee 34, Virginia 6
 Model 32, Kentucky 6
 Virginia 18, West Virginia 8
 Maryland 13, Virginia 6
 Maryland 26, West Virginia 14
 Pennsylvania 28, West Virginia 0
 Pennsylvania 20, Maryland 19
 Model 36, Maryland 0
 Minnesota 20, Iowa 8
 Kansas 45, Iowa 0
 Kansas 42, Missouri 14
 Wisconsin 46, Missouri 16
 Kentucky 22, St. Rita 0
 Tennessee 40, St. Rita 6
 Tennessee 49, Kentucky 8
 Indiana 33, St. Rita 0
 Indiana 52, Kentucky 12
 Indiana 40, Missouri 0
 Indiana 37, Wisconsin 0
 Indiana 6, Kansas 0 (OT)

Nation's No. 1 Deaf Prep Eleven—Indiana School for the Deaf Orioles. This was their third title. ISD was national champion in 1945 and 1946. Besides the quality of their backfield, a lot of the team's success was because of the offensive line play. They got off the ball very well, stayed with their blocks and helped downfield. This was not a team of stars, but a group of above average boys who were willing to work and play as a team. Most of them will return for another year so their line play should remain strong. Inserts are ISD's All Americans—Andrew Metz (left) and Scott Voltz (right). Both are juniors.

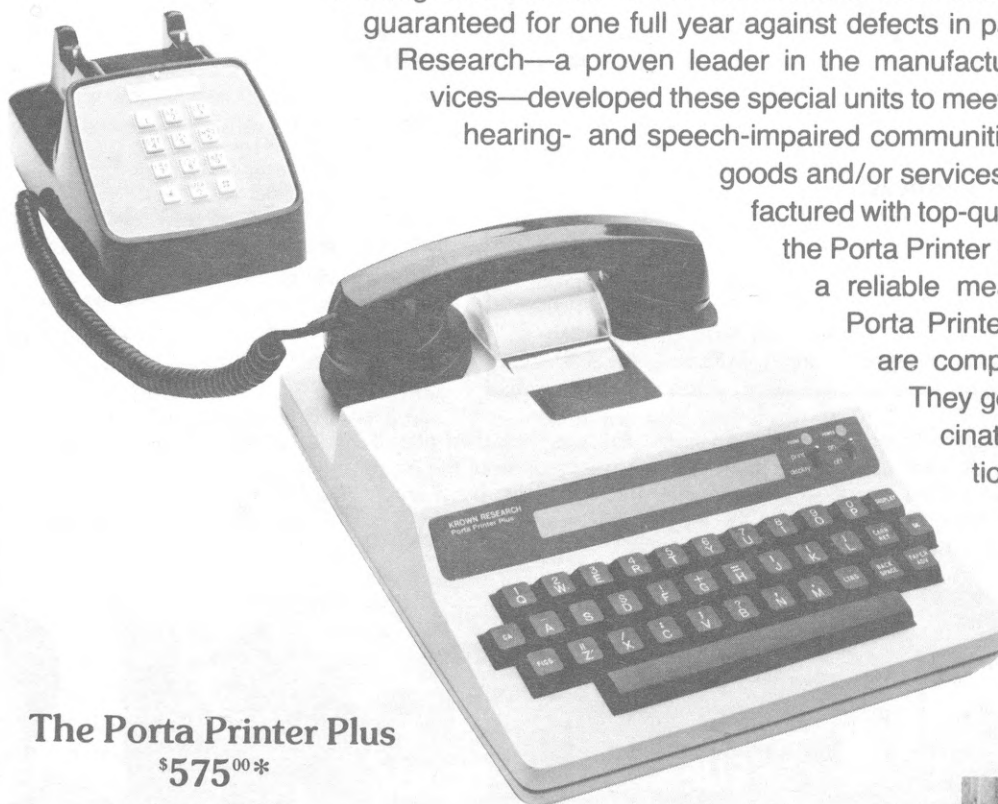


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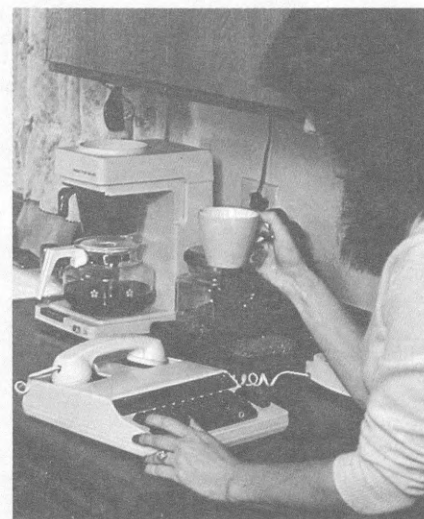
* Plus shipping & handling

The PortaView 32

\$389⁰⁰*

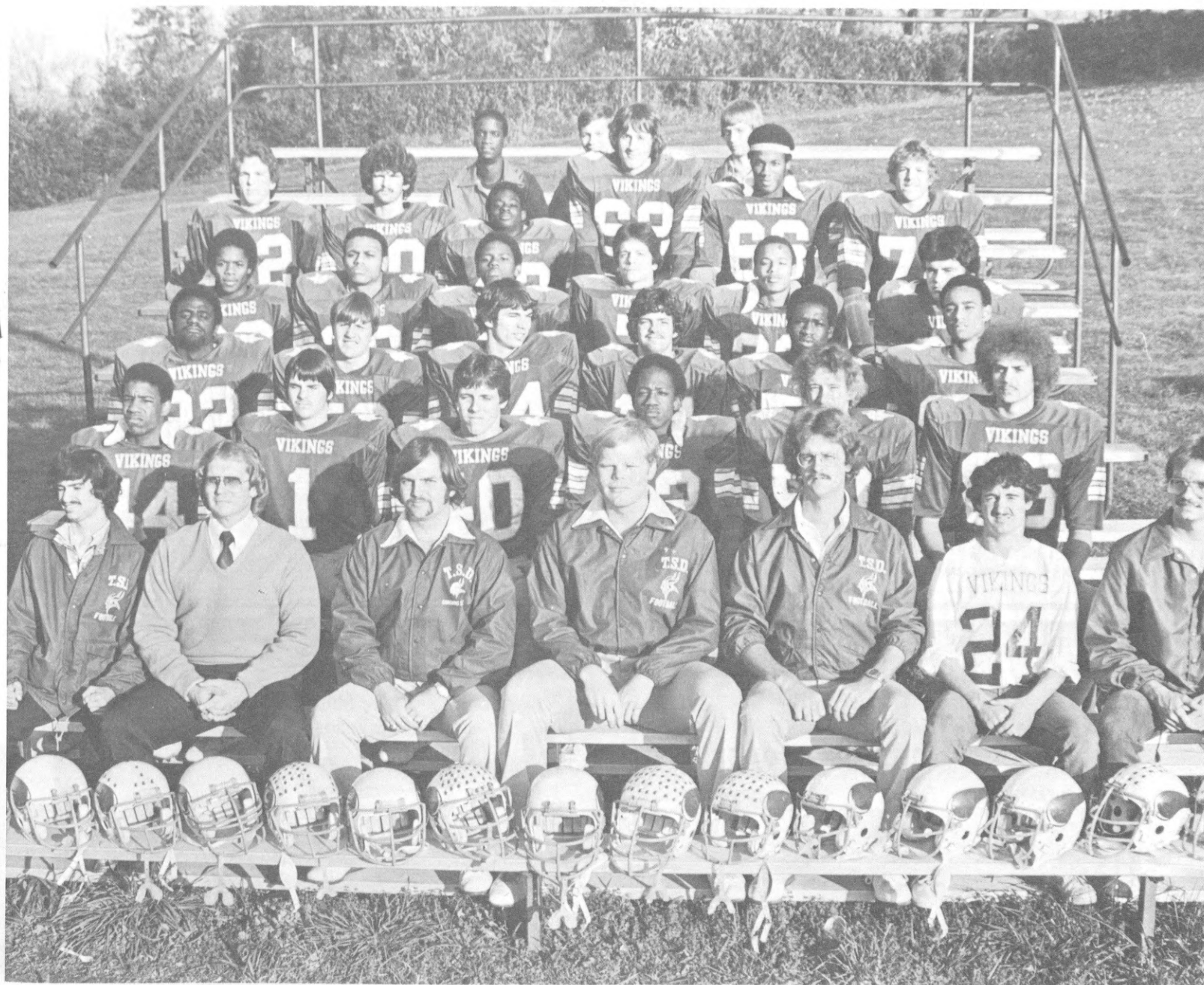
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- **Optional Dust Cover:** To protect your PortaView 32 unit when not in use, a dust cover is available.



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The Nation's Most Victorious Deaf Prep Eleven—Tennessee School for the Deaf completed its mission when Coach Dan Schlafer's Vikings finished with a 9-1 record, becoming the first team in the school's history to win nine games. In 90 years of competition (since 1982), no TSD team has ever recorded nine wins. On the heels of a record setting season, including a perfect 4-0 ETIC mark, several TSD gridders were honored by the East Tennessee Independent Conference coaches as members of the fourth annual All ETIC team. In addition, two Viking performers were singled out as players of the year! Adrian Jones was selected as the Offense Back of the Year, while George Randolph, the Florida transplant, was tabbed as the Defensive Back of the Year. TSD also placed seven more players on the 22 member All-ETIC first team! Those named were Darrell Shead at Offense, Scotty Lee, Darrin Myers, Kevin White, Joe Gambrell, T.J. Peterec and Ricky Patterson at Defense. All of them are juniors except Randolph and Peterec who are seniors. Jones was selected on the All-Knoxville (all classes) first squad, while Shead and Randolph made the second team. Both Jones and Shead earned All-District 4 Class A first team. Jones was picked on the first unit of East Tennessee Class A, while Shead gained second team honor. And Jones was the only Viking to earn a spot on the State Class A first team. Besides their 4-1 record against deaf schools, the TSD Vikings beat all five hearing high school teams—North Greene 30-13, Harrison-Chilhowee 13-3, Unaka 34-8, Cloudland 16-6, and Maynardville 47-6.

Fremont 32, Riverside 6

Missouri 14, Arkansas 6
Texas 38, Louisiana 0
Kentucky 20, North Carolina 8
South Carolina 19, North Carolina 0
Alabama 25, North Carolina 14
Eastern N.C. 60, North Carolina 0
South Carolina 13, Eastern N.C. 8
Florida 33, South Carolina 8

Georgia 34, North Carolina 0
Georgia 34, Louisiana 0
Georgia 35, South Carolina 7
Georgia 32, Alabama 6
Georgia 21, Eastern N.C. 8
Georgia 29, Florida 0

Mississippi 30, Arkansas 0
Tennessee 31, Alabama 0
Mississippi 48, Alabama 12
Mississippi 14, Tennessee 6

We all, opponent coaches and our scouts, agreed that Indiana was by far the most superior team and was rated the No. 1 deaf prep eleven in the nation.

The ISD Orioles outscored the five deaf schools they played by a total of 168-12. They were loaded with talent, size, speed and experience. Their team

and individual stats could have been higher but in the games against Wisconsin, Kentucky, St. Rita and Missouri, the bench played up to half of each game. For illustration, half time scores of each game are as follows: Indiana 24, Wisconsin 0; Indiana 40, Kentucky 6; Indiana 20, St. Rita 0; Indiana 33, Missouri 0.

Ernie Grubb is the new head coach at Indiana. He replaced Lynn Frye, who was National Deaf Prep Football Coach of the year last year. He left ISD to accept a sales job with Cannon Copiers in Indianapolis. Grubb was Frye's assistant for the previous two years, and had been an assistant coach in a public school in Georgia prior to coming to ISD. He said Kansas was the best coached, as well as best organized team his boys played. Kansas forced Indiana into an overtime period before the Orioles prevailed 6-0. Last year Kansas beat Indiana 6-2.

Indiana lost three games to strong public high schools, Attica 7-14, Milan 0-15 and South Decatur, 7-13, but beat

its arch rival Park Tudor, 51-21. ISD was leading Attica, a state playoff team, 7-6, in the fourth quarter, but a fumble on the 15 yard line gave Attica the opportunity to score the winning touchdown and extra point. In the Milan game, going into the fourth quarter with the score 0-0, ISD had the ball, first and goal on Milan's four yard line. A fumble was picked up by Milan and run back 96 yards for a touchdown. Milan's other score came on an interception on a desperation pass late in the game. Milan's strength was indicated by its defeat by North Decatur, a 9-1 playoff team, by only 7-14.

Many coaches will tell you that statistics are for losers. That may be the case for an individual contest when the only statistics that count are those on the scoreboard, but something can be said for total statistics and what they mean for a season.

Tennessee, with the nation's top winning record, headed the team offense list with a 328.2 mark. Indiana, the nation's No. 1 deaf prep team, followed

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at 311.9, while Eastern North Carolina, the team that lost a chance to go to the state Class 1A playoffs due to a coin toss, was third at 280.0 yards gained per contest. Georgia was next at 272.5 with Maryland fifth at 264.1, followed by Pennsylvania, the surprise 7-1 club, sixth at 245.0

All of the six top defensive teams had winning slates. South Carolina, the other surprise team with 6-3 record, led the way at 132.7 yards per game allowed. Indiana was second at 136.3, with Eastern North Carolina third at 140.0 yards per game allowed. Georgia and Model followed at 149.6 and 160.6, respectively, and then Tennessee sixth at 162.5

In the individual statistics, Adrian Jones of Tennessee was tops in three departments: rushing, with 1,425 yards (a new deaf prep mark for a junior), scoring, with 162 points (26 touchdowns), and average per carry, for the third straight year at 9.63 yards each time he carried the ball. Anthony Metz, from Indiana, also a junior, was the na-

tion's second-leading rusher and scorer churning out 1,136 yards on 164 carries for a 6.9 average and 106 points. Steve McNeese, a straight-A sophomore from Mississippi, accomplished something no other deaf prep in history has ever done when he rushed for over 1,000 yards for two straight seasons. He got the call 129 times for 1,029 yards, which averaged out to the nation's second leading average of 7.8 yards every time he toted the mail. Last year he exploded onto the high school scene with a new deaf prep record for a freshman when he gained 1,212 yards. In two years, McNeese may end that long drought at Mississippi.

Another tailback, a senior from Tennessee, Darrell Shead was the other 1000-yard gainer as he rambled for 1,021 yards in 134 carries for a third best 7.62 average.

Mark Weldon, a senior and the best quarterback in Georgia's history, led the nation in passing with 1,070 yards on 52 of 108 firings, while Bob Beyer, a senior end at Wisconsin chalked up

425 yards in receptions and caught five touchdown passes, also tops among deaf preppers, and South Carolina senior quarterback Mike Washington led the nation in touchdown passes with 9.

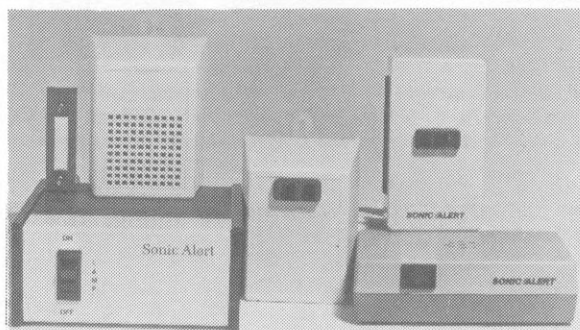
The '82 season saw 16 deaf preppers who had a hand in at least 100 total tackles (solo and assists). Terry Jenkins, All-American and All-District for three straight years, again led the nation with 196 total tackles. Major Faulk and David Stewart, both of Eastern North Carolina, and Rod Barrier of Iowa, who was named to the top unit of Western Iowa Conference, were the other top hitters with total tackles of 170, 164 and 121 respectively. Kenny Brennan, who made the all-county team, two straight years, was tops with 14 quarterback sacks.

One coach called him the best deaf running back in America. Another said that because of his ability and the sophisticated system he played in, he was the most advanced deaf schoolboy back to come along in years.

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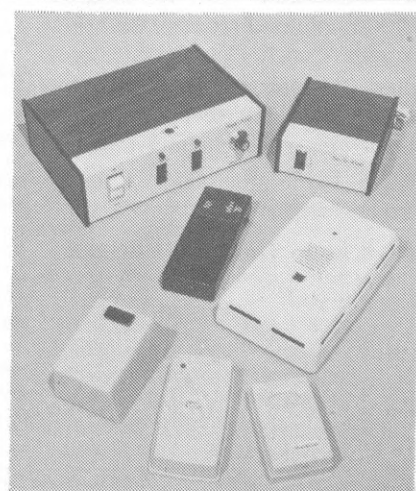


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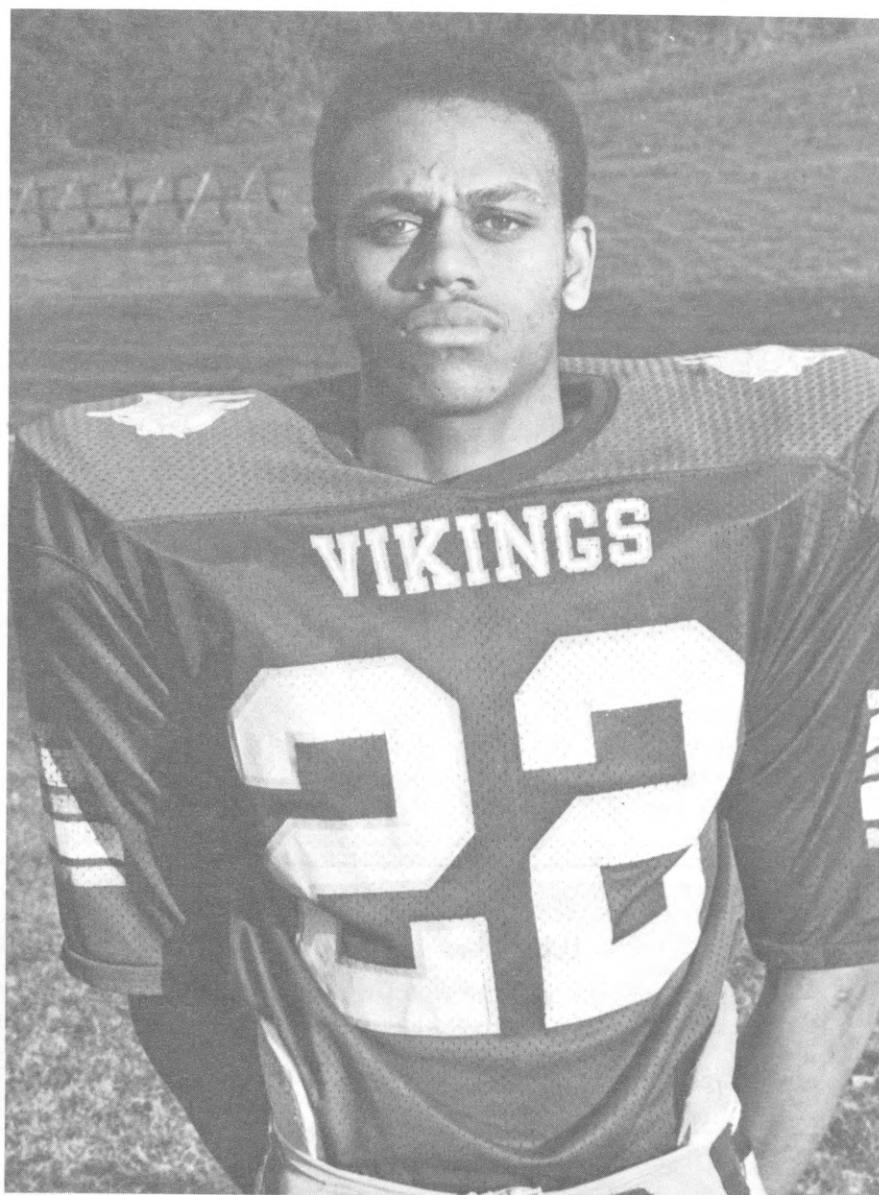
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The subject of the accolades is Adrian Jones of Tennessee School for the Deaf. A 6-0, 160 pounder, Jones amassed 1,425 yards in the TSD Vikings' ten games despite playing a full four quarters only three times this '82 season. He was the scoring champion of Knoxville Football League, outdistancing his nearest rival by eight touchdowns, and finished in a tie for second place in state-wide scoring with 162 points on 26 touchdowns and 3 two-point conversions. The 1982 numbers swelled his three-year career total to 3,256 yards rushing and 34 touchdowns. Now he needs only 716 yards more to shatter Wallace Hughes' national deaf prep career rushing mark of 3,972 yards set in 1967.

During his three years as a starter, Jones was 21-9. His three year record is listed below:

Now, for the third straight year, Adrian Jones has been selected as the Offense Back of the Year of the East Tennessee Independent Conference. He was also named to first team of All-Knoxville Football League, first team All-District 4A, and first team All-East Tennessee 1A. And the beat goes on! Honors continue to pour on this fleet-footed tailback. Only a junior, and the first deaf prep junior, Jones was named first team All-State Class 1A by the Associated Press. He became the first TSD athlete in any sport in the history of the school to be so honored! Already named Deaf Prep All-American in his sophomore year, we look forward to continued success for Adrian next year. Coach Dan Schlafer commented, "Adrian is by far the most talented natural athlete I have seen in my nine years of coaching football." Well, this is Adrian Jones, our '82 Na-



All-Stater—Incredible Adrian Jones of Tennessee became the first deaf junior to make State Class 1A first team. In three seasons as a starter, Jones has carried the ball 334 times for 3,257 yards and scored 34 touchdowns. Now he needs only 716 yards more rushing to break the national deaf prep mark of 3,972 yards set in 1967.

Adrian Jones' Three Year Record

	1980	1981	1982	Total
Carries	91	95	145	334
Yards	939	893	1,425	3,257
Average	10.30	9.40	9.63	9.78
Touchdowns	13	5	26	34

And now take a peek at the top scoring leaders:

Name and School	G	TD	PAT-2	Pts.
Adrian Jones, Tenn., tb	10	26	3	162
Andrew Metz, Ind., hb	9	17	2	106

Name and School	G	TD	PAT-2	Pts.
James Wooten, ENC, hb	10	12	7	86
Sean Markel, MSSD, fb	9	11	9	84
Dempsey Cotten, ENC, tb	10	9	10	74
Wilbert Marshall, Ga., hb	10	10	7	74
Jeff Cucinotta, Pa., fb	8	10	4	68
Steve McNeese, Miss., tb	9	10	3	66
Lefty Lincoln, Tex., hb	9	10	0	60
William Lane, Tex, qb	9	9	0	54
Tim Siaki, Fre., fb	9	9	0	54
Tim Childers, Ky., hb	9	8	3	54
Jeff Vaughn, Ind., hb	7	8	1	50
David Gadsden, S.C., wb	9	8	1	50

tional Deaf Prep Football Player of the Year.

George Randolph of Tennessee was the top deaf prep kicker, having booted 53 times for 2,477 yards and 14 of 18 PATs. Billy Knight of Missouri kicked 9 of 10 PATs, while James Eckenrode, junior quarterback at Maryland made good on 7 PATs and 1 field goal.

Wayne Beard was named the *National Deaf Prep Football Coach of the Year '82*. The selection was a reflection of the outstanding job done by Beard in directing the Green Hornets of South Carolina School for the Deaf to a surprising 6-3 record, their best finish since 1953 when SCSD was 7-1 under National Coach of the Year, Jim Hudson, and paced by 220-pound All-American fullback Craig Maddox. And we were pleased to learn that Beard was also named the Coach of the Year for District II by the South Carolina Football Officials Association.

Four other coaches deserved special mention and they were Terry Clark of Mississippi, Sam Niemeier of Georgia, Dan Schlafer of Tennessee and Bob Westermann of Model. For the third time in the four year history of the East Tennessee Independent Football Con-

ference, Schlafer was selected by his fellow coaches as the Coach of the Year. Bob Westermann did a great job with a young team. His MSSD Eagles were hard hit by graduation last spring, but won four of their last five games to finish 5-4.

Once again Rusty Wales, a teacher at the secondary hearing-impaired program of McFadden Intermediate School and Saddleback High School in Santa Ana, Calif., drew our attention to a super football player named Blake Smith. He sent us several newspaper clippings to enhance information on Smith.

Smith is among a number of deaf students at Saddleback High, a school with one of the nation's top hearing impaired programs. A 6-2, 210-pound senior, Smith played tight end and defensive end for Saddleback which competed in Class AAA League (over 1,500 students in each school), and led the school to the Sea View League Championship with a 9-1 record. During games, practices and team meetings, Smith was fortunate to have a fine interpreter in Dottie Hanson, who was considered part of the Saddleback coaching staff. Smith had a special

night when he caused and returned two fumbles for touchdowns in less than 3 minutes. He was prep football player of the week three times in Orange county. He made 119 career tackles, second best on the team and led the team with 9 quarterback sacks. He caught 4 touchdown passes, averaging 18 yards per reception. He was selected to all-league first team, both offensive and defensive, and also to all-county second team.

Smith was dedicated. His teammates respected him but treated him like anyone else, partly because he told a joke as well as he took one. Once during basketball practice, the team was working on inbounds play "No. 3". When the cage mentor said to go back to running play No. 2, the team continued running No. 3. Through his interpreter, Smith quipped, "What's wrong with them? Are they deaf?"

Smith is also a fine baseball player, having made the all-league second team last year. He's participating in his third varsity baseball season this spring at left field.

Yes, Blake Smith deserves nationwide recognition in deaf prep football. Thank you, Rusty.

47th Annual

1982 Deaf Prep All-American Football Selections

Pos.	Name and School	Wt.	Ht.	Class	Coach	Pos.	Name and School	Wt.	Ht.	Class	Coach
E	Bob Beyer, Wisconsin	185	6-0	Sr.	Mirus	DB	Jeff Vaughn, Indiana	160	6-0	Sr.	Grubb
E	Douglas Moses, So. Carolina	155	6-1	Sr.	Beard	DB	Darrell Shead, Tennessee	160	5-11	Jr.	Schlafer
E	T.J. Peteric, Tennessee	155	6-1	Sr.	Schlafer	DB	Shawn Binch, Alabama	145	5-9	Sr.	Clark
E	Kenny Brennan, Maryland	155	5-10	Sr.	Day	PK	George Randolph, Tennessee	170	6-2	Sr.	Schlafer
E	Blake Smith, Saddleback H.S., Santa Ana, Calif.	210	6-2	Sr.	Witte	P	Mark Edwards, Missouri	170	5-10	Sr.	Davis
T	Scott Voltz, Indiana	200	6-0	Jr.	Grubb	PLAYER OF THE YEAR—Adrian Jones, Tennessee					
T	Kevin Graves, Model	185	5-11	Jr.	Westermann	DEFENSIVE PLAYER OF THE YEAR—Terry Jenkins, Mississippi					
T	Major Faulk, Eastern N.C.	180	6-2	Jr.	Pope	COACH OF THE YEAR—Wayne Beard, South Carolina					
T	Jeff Beckhusen, Texas	215	6-1	Sr.	Mauro	SPECIAL MENTION: Linemen —Mark Suikowski, St. Rita; Jeff Boyd, South Carolina; Mike Westbrook, Riverside; Terry Patterson, Illinois; Toselli Silvestri, Model; Scotty Lee, Tennessee; Daniel Stewart, Eastern, N.C.; Dean Crowe, Missouri; Curtis Daniels, Arkansas; Eugene Boone, Mississippi; Shawn Bryant, Florida; Jonas Fenicle, Pennsylvania; Joe Cox, Washington; Randy Shuttles, Kentucky; Tracy Parkham, Virginia.					
G	Rod Barrier, Iowa	145	5-8	Sr.	Behrens						
G	Jason Ingraham, Fremont	210	6-2	Sr.	Duve						
LB	Terry Jankins, Mississippi	175	5-9	Sr.	Clark						
LB	Jeff Cucinotta, Pennsylvania	190	5-9	Sr.	Eberly						
LB	Mike Black, Georgia	190	6-0	Sr.	Niemeier	Backs: Wilbert Marshall, Georgia; Jim Houselog, Minnesota; Mike Washington, South Carolina; Phillip Hensley, West Virginia; James Wooten, Eastern N.C.; Robert Wilkins, Model; Lefty Lincoln, Texas; William Lane, Texas; Sean Markel, Model; Larry Hurley, Indiana.					
C	Tom Heeb, Florida	190	5-10	Sr.	Battle						
CB	Mark Weldon, Georgia	140	5-10	Sr.	Niemeier						
RB	Adrian Jones, Tennessee	160	6-0	Jr.	Schlafer						
RB	Andrew Metz, Indiana	180	5-11	Jr.	Grubb						
RB	Steve McNeese, Mississippi	175	5-9	Soph.	Clark	Kickers: Bill Adams, Iowa; James Eckenrode, Maryland; Billy Knight, Missouri.					
FB	Tim Siaki, Fremont	225	6-3	Jr.	Duve						
DB	Dempsey Cotton, Eastern N.C.	160	5-7	Jr.	Pope						
						Punters: Sam Kanturek, Illinois; Ricky Patterson, Tennessee. ■					

Foreign News



Yerker Andersson

Bolivia

The school for the deaf in Riberalta, Bolivia, seems to be run by an international teaching team. Teachers from Holland, Norway and the U.S. (Ms. Cay Sinclair of Virginia Beach, VA) are working there. (*Deaf News*, January-February, 1983).

Canada—CAD

The Canadian Radio Television and Telecommunications Commission (CRTC) refused to require that telephones be compatible with hearing aids. This ruling was an indirect result of an attempt to reduce Bell Canada's telephone monopoly. Such attempts have also occurred here in the United States. The CRTC instead asked an advisory government agency to look into telephone compatibility with hearing aids. The Canadian Coordinating Council on Deafness, the Canadian Hearing Society and other organizations pointed out that consumer representation was not included in the advisory government agency and concluded that:

"By its decision, the CRTC has missed a golden opportunity to demonstrate leadership in the telecommunications field and advance the human rights of hearing impaired persons." (*Communication* Vol. 7, No. 3, p.4)

Like the airlines in the United States, Air Canada has installed a TDD number: 1-800-361-8071.

George Wolf has resigned as executive director of the Canadian Coordinating Council on Deafness and will become managing director of the Canadian Hearing Society Foundation.

Czechoslovakia—UT

The Union of Invalids, including a section for deaf people, has announced that the VII International Pantomime Festival of the Deaf will be held at James Theatre, Divadlo U Jakuba, Brno, November 15-20, 1983. Participants in the festival will have free meals and room but must send \$100 for registration. For further information, write to Svaz Invalidu, Federalni Vybor, Karlinske Nam 12, 186 03 Praha 8 - Karlin, Czechoslovakia.

Anyone desiring a copy of the program can get a copy for \$1.00 from the NAD International Relations Committee.

New Zealand—NZAD

The Gallaudet Report written by Ed Corbett, John Schuchman and Robert Davila has been endorsed by government agencies. It calls for the training of interpreters, the compilation of the NZ Sign Language, and leadership training.

The Independent Theater of the Deaf, Inc. (Sign-Signers) has a tour in New Zealand supporting Quota and Lions Clubs in their campaign for Deaf Awareness. (*New Zealand Deaf News*, Vol. 20, No. 1.)

West Germany—DGB

More and more TDDs have been installed by both government agencies and private business companies.

Norway—ND

The Norwegian magazine *Døves Tidsskrift* proclaims that the nordic countries (Sweden, Denmark, Norway, Finland and Iceland) have progressed far in the development of deaf culture. It has published a lengthy summary of the XIV Nordic Cultural Festival of the Deaf, July 26-30, 1982 in four successive issues. About one thousand deaf persons attended the Festival. The summary gives a clear impression that the Festival was a big success. Lectures by many deaf persons suggest that deaf people want a separate and identifiable culture. One of the lecturers cited Gallaudet College as "Proof that deaf persons can think!" (Vol. 63, No. 21, October 15, p.9.) Reading the summaries of other lectures also suggest much influence from the United States. Gannon's *Deaf Heritage* seems to have inspired other countries to look back into the history of deaf people. The Festival focused on two issues: "What is Deaf Culture?" and "How Can Deaf Children Develop a Cultural Identity?" (*Døves Tidsskrift*, Vol. 63, No. 22.)

Mexico

In Vol. 35, No. 4 of *The Deaf American*, I reported that the Mexican athletic association of the deaf faced possible expulsion from the CISS unless they paid their debt to the German organizers of the World Games of the Deaf. According to Mr. Jerald Jordan, CISS president, the Mexican association, in fact, paid in full. The check was mislaid somewhere in West Germany!

Denmark—LF

The Deaf Center for Total Communication celebrated its tenth anniversary last year. This center has given courses in DSL and has coordinated several research projects. What is interesting about the center is that it was a donation from an American oil magnate, Alfred Jacobsen, which enabled deaf people to establish the center. Jacobsen was born in Denmark and emigrated to the U.S. when he was an adult. He gave

\$400,000 to the Deaf Foundation which then agreed to support a Sign Language academy. (*Døvebladet*, Vol. 92, No. 1.)

The Danish Secretary of Welfare Affairs, Palle Simonsen, visited the deaf club in Copenhagen and gave a speech.

The Danish School for the Deaf celebrated its 175th anniversary, attended by a thousand guests, including the Danish royal couple. Hearing aid manufacturers donated a gigantic (approximately 15 feet long) layer cake to the school. (Contributed by Edna Adler. Thanks!)

The tenth sports club of the deaf was established in Roskilde last year.

CISS

Knud Søndergaard of Denmark and our Jerald Jordan were re-elected general secretary and president, respectively, and "Without any problem," a Danish reporter notes.

Italy—ENS

Dr. Renato Pigliacampo, a deaf social psychologist in Italy, has published his third book on the medical, social and cultural aspects of deafness. A copy of his book is available at the Gallaudet Library.

Spain—FNSE

The No. 47 issue (Vol. VI) of *Faro del Silencio* has a long article about deaf people in the USSR and many photos showing meetings between the leaders of Spanish and Russian organizations of the deaf.

Japan

Although I cannot read Japanese, the Japanese magazine for the deaf gives a clear impression that it very carefully follows what is happening to deaf people outside Japan.

Switzerland—SGB

The No. 2 issue of *Gehörlosen Zeitung* has published an "International Finger Alphabet" but a closer examination of this alphabet suggests that it actually is not international but rather French-American. The international and U.S. finger alphabets are similar except the Swedish fingerspelling of the letter "t."

Canada—CAD

The Canadian Association of the Deaf held its 42nd annual meeting in Toronto, July 24, 1982. President Eleanor McPeake and Executive Director Marshall Wick were re-elected for 1982-83. However, Mr. Wick has expressed his desire to step down no later than July 30, 1983.

Ireland—NAD

The female role of Sarah in the play, *Children of a Lesser God* was played by a deaf woman, Jean St. Clair. ASL was used in the Irish presentation. Why? I don't know.

West Germany—DGB

The school for the deaf in Nuremberg celebrated its 150th anniversary on November 13, 1982.

Faroe Island

The Faroe Islands, a part of the Scandinavian or Nordic culture, established a club for deaf people last year. About a thousand hearing persons have joined the club but it is managed and run by 30 deaf persons. The club has recently published an attractive magazine, *Deyvabladid*.

Netherlands—NBDV

An adult education program for deaf people is offered at Allardsoog in the Netherlands. The program seems very advanced as it offers a course in homosexuality, interaction between deaf and hearing persons, and deaf persons view of their handicap, etc.

Sports Events

Handball

Norway — Denmark 19 - 18

Sweden — Iceland 26 - 6

Iceland — Norway 7 - 29

Denmark — Sweden 15 - 29

Denmark — Iceland 26 - 12

Norway — Sweden 13 - 25

Coming Events

World Championships in Cycling — Nimes, France, July 2-3
First Congress for European Athletic Associations — Antibes, France, July 6

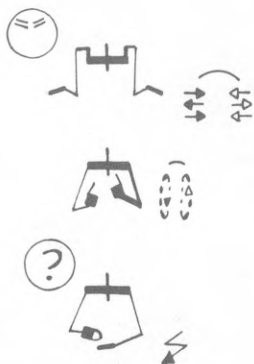
European Championships in Swimming — Antibes, France, July 7-13

European Championships in Tennis — Luzern, Switzerland, August 1-8



This symbol has now been adopted by many organizations and has regularly appeared on the covers of magazines for the deaf. It is often placed next to the name of the organization or magazine.

The Dutch organization went further by using it as a part of its metered postage label. ■



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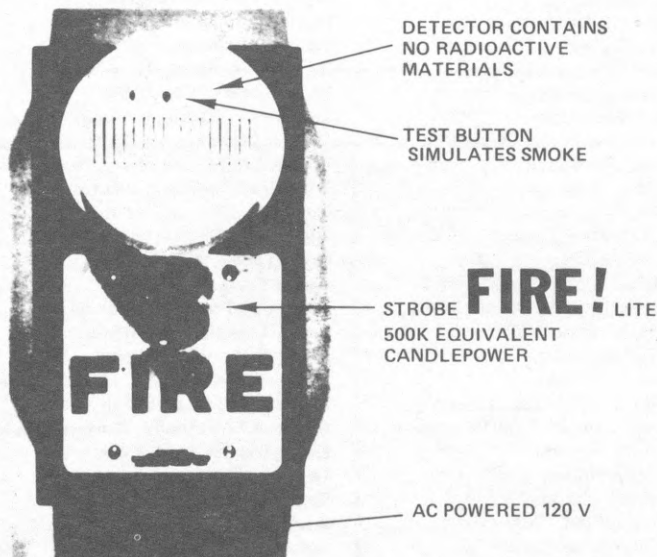
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This article is the third in a series of five based on early student records of some of the oldest schools for the deaf in the United States. In addition to the Kentucky Asylum for the Tuition of the Deaf and Dumb, the series includes Central Asylum for the Deaf (1823-1836); the New York School for the Deaf, New York City (1818-1850); American Asylum for the Deaf, 1817-1850; and the Ohio School for the Deaf, Columbus, OH (1829-1850).

Prior to 1850, censuses did not enumerate all members of a family; therefore, students names in these records may not easily be found in other sources.

Kentucky Asylum For The Tuition Of The Deaf and Dumb 1823 - 1850

The Kentucky Asylum for the Tuition of the Deaf and Dumb has the distinction of being the first state supported school for the deaf in the United States. Largely through the efforts of General Elias Barbee, a member of the Kentucky General Assembly and father of a deaf daughter, the state approved an Act to endow a school for the deaf on December 7, 1822. The Act provided for the "sum of two thousand five hundred dollars" to be paid for the tuition of twenty-five students each year and that "no one scholar shall be taught at the expense of the state [for] more than three years."

The school was placed under the management of the trustees of Centre College in Danville who were also empowered "to appoint a teacher or teachers, president, treasurer, and all other officers that they may think necessary, and remove any of them at pleasure and make such bye-laws [sic] as they may think necessary for the interest of said asylum."

On April 11, 1823, the Kentucky Asylum opened in the small town of Danville, which then had a population of about six hundred persons. The first three students were Lucy Barbee

(daughter of Elias Barbee), Jabez Gaddie, and Eveline Sherrill.

By the close of 1823, seventeen pupils had been enrolled in the school and were receiving instruction from DeWitt Clinton Mitchell, who had formerly taught at the New York Institution for the Instruction of the Deaf. (The New York City institution was not created as a state endowed school.)

The following student lists of the Kentucky Asylum, complete from 1823 through 1850, also record enrollments in the school from a number of other states in the south and midwest.

Admitted	Name	Residence
1823		
Aprl 10	Lucy Barbee	Green Co.
Nov. 19	Narcissa Fowler	Livingston Co.
April 10	Jabez Gaddie	Green Co.
July 9	John Goggan	Madison Co.
July 9	William Grissom	Adair Co.
Nov. 3	Thomas Hoagland	Lexington
Oct. 17	John Hoke	Jefferson Co.
July 1	Edith Lewellian	Shelby Co.
July 1	Moses Lewellian	Shelby Co.
Nov. 19	Nancy McClosky	Livingston Co.
July 23	Barney McMahon	Louisville
May 20	Rebecca Machen	Simpson Co.
May 10	William Morehead	Lincoln Co.
June 18	Martha Railey	Woodford Co.
April 10	Eveline Sherrill	Green Co.
Nov. 10	Samuel Strickler	Scott Co.
Aug. 20	John Withers	Lincoln Co.
1824		
Oct. 8	Thomas Gatewood	Nelson Co.
Feb. 26	Sebourn Goins	Franklin Co.
Oct. 30	Matilda Grissom	Adair Co.
June 24	Lawrence Hall	Lincoln Co.
July 9	William Holloway	Alabana

Admitted	Name	Residence
Oct. 14	Isaac Jones	Nelson Co.
Sep. 7	Beverley Parker	Fayette Co.
Sep. 11	Martin Reed	Woodford CO.
Sep. 6	Jacob Sagaser	Jessamine Co.
Sep. 6	John White	Jessamine Co.
Feb. 27	Enoch Wright	Wayne Co.
1825		
Oct. 1	Eliza Atwater	Illinois
April 30	Angelina Baker	Cumberland Co.
July 2	Job Carter	Spencer Co.
July 20	Kitty Ann Pile	Adair Co.
Aug. 29	Sally Pile	Adair Co.
July 8	Mary Roberston	Tennessee
July 25	Anthony L. Story	Alabama
July 25	James Story	Alabama
May 3	Patsey Terrill	Garrard Co.
July 27	Alexander Thompson	Campbell Co.
Oct. 2	Abraham Williams	Cumberland Co.
1826		
Nov. 22	Mary Ann Brown	Breckinridge Co.
July 9.	Margaret Bryant	Franklin Co.
Aug. 7	Deborah Phillips	Madison Co.
June 12	J. Waller Rodes	Fayette Co.

Admitted	Name	Residence
1827		
May 7	Littleberry Bailey	Franklin Co.
July 5	Charles H. Bliss	Ohio
Jan. 24	Levi Elliott	Madison Co.
April 1	Louise E. Fullas	Tennessee
June 26	Louise Hamilton	Bourbon Co.
May 3	Thomas Kennon	Mississippi
Jan. 9	George W. Ross	Ohio Co.
May 5	Rebecca Wiley	Bourbon Co.
1828		
May 6	Giles Chapin	South Carolina
Nov. 2	Betsey B. Luckett	Shelby Co.
May 16	William Rodman	Henry Co.
Sep. 13	Riley Walker	Estill Co.
1829		
Aug. 3	David Arnett	Bath Co.
April 25	Francis Barlow	Washington Co.
May 18	John F. Brown	Missouri
Sep. 23	Silas Ford	Madison Co.
April 24	Emily Grissom	Adair Co.
May 19	Andrew D. Holt	Bourbon Co.
Jan. 19	Andrew J. King	Woodford Co.
Oct. 2	William P. Moore	Tennessee
Aug. 7	Lucinda Phillips	Madison Co.
1830		
Sep. 17	Henry Grissom	Adair Co.
Sep. 27	Edward Bushby	Adair Co.
Oct. 11	Adeline Flournoy	Caldwell Co.
Oct. 11	Laura Flournoy	Caldwell Co.
Dec. 23	James Keith	Pendleton Co.
May 18	John F. Langdon	Pulaski Co.
May 26	Ann H. Sharp	Oldham Co.
Sep. 27	Thomas G. White	Harrison Co.
Dec. 23	Jesse Forsythe	Pendleton Co.
1831		
Feb. 7	John G. Bell	Tennessee
April 3	James Carey	Clark Co.
Aug. 3	Thomas Dunlap	Fleming Co.
May 11	Curtis Gatewood	Nelson Co.
May 11	Sally Gatewood	Nelson Co.
May 11	William Gatewood	Nelson Co.
March 22	William Hoagland	Lexington
Sep. 19	Zulema Kinchelo	Nelson Co.
Sep. 30	Jesse Van Winkle	Pulaski Co.
Nov. 10	John C. Wood	Tennessee
June 21	Walter W. Wood	Mississippi
1832		
Sep. 10	William W. Cole	Franklin Co.
Nov. 26	Oscar D. Grissom	Danville
July 11	Jacob Nelson Johnson	Bourbon Co.
Oct. 4	Helen W. Martin	Alabama
Aug 20	Eleanora Mills	Jefferson Co.
May 30	Charles A. Weldon	Bracken Co.
1833		
?	Lewis Hudson	Alabama
?	Jacob Todhunter	Jessamine Co.
1834		
April 19	George Adams	Rockcastle Co.
March 2	Oliver Perry Bailey	Virginia

Admitted	Name	Residence
Jan. 1	Moses Bledsoe	Danville
?	John Ham	Madison Co.
May 20	Benjamin Talbert	Butler Co.
1835		
Nov. 4	George Beatty	Owen Co.
Nov. 10	Artemisia Black	Boone Co.
Sep. 28	George Blackford	Warren Co.
Oct. 15	Araminta Fox	Louisville
Oct. 6	Mary Gore	Caldwell Co.
Oct. 6	Maston Gore	Caldwell Co.
Nov. 30	Elizabeth Graves	Scott Co.
April 25	William Hicks	Bracken Co.
Oct. 5	William H. Holmes	Indiana
Oct. 1	Nancy Hudson	Alabama
April 24	Margaret Swope	Garrard Co.
1836		
Oct. 28	Margaret Bodkin	Henry Co.
Oct. 4	Edward Carter	Cumberland Co.
Oct. 20	Elizabeth Cooper	Nelson Co.
Nov. 24	Elizabeth Kelly	Scott Co.
Oct. 17	Josephine Walker	Tennessee
1837		
July 6	Atwell Beatty	Shelby Co.
May 26	John D. Dickson	Louisiana
Oct. 6	Lucy Jane Fitzpatrick	Adair Co.
March 27	Elizabeth K. Nole	Tennessee
Nov. 14	Andrew Orr	Garrard Co.
Oct. 1	Samuel Ray	Missouri
March 30	John Thompson	?
May 7	George West	Tennessee
1838		
Jan. 5	Robert Y. Allen	Alabama
April 9	Edward Clerc	Missouri
Sep. 29	William Erwin	Georgia
March 5	Abraham Vanderpool	Rockcastle Co.
Oct. 9	William Whitley	Lincoln Co.
1839		
March 19	Elizabeth Adams	Rockcastle Co.
Oct. 9	Levi Arteburn	Jefferson Co.
Oct. 9	Rachael Arteburn	Jefferson Co.
Jan. 25	Joseph L. Edmiston	Alabama
Jan. 11	James G. George	Garrard Co.
Jan. 10	William Hanger	Indiana
Dec. 4	Michael Harrell	Grayson Co.
March 2	Ozra Johnson	Fayette Co.
March 2	Richard Johnson	Fayette Co.
Oct. 17	William J. Layne	Garrard Co.
Jan. 11	Caroline Orr	Garrard Co.
Jan. 11	Elizabeth Orr	Garrard Co.
Dec. 2	John C. Porter	Ohio Co.
Nov. 11	Elizabeth Ray	Nelson Co.
Nov. 26	William Vaughn	Illinois
Aug. 31	Malinda Webb	Louisville
1840		
Dec. 14	Samuel Harris	Grayson Co.
Nov. 13	Emily Johnson	Missouri
March 3	Daniel Miller	Tennessee
March 3	Thomas Miller	Tennessee
March 30	Mary J. Minor	Owen Co.
Oct. 19	Henry G. Wagoner	Christian Co.

Admitted	Name	Residence
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1841

Nov. 6	Mary Adams	Mercer Co.
Oct. 3	Mary J. Campbell	Logan Co.
Nov. 6	Mary E. Orchard	Indiana
Oct. 3	John T. Proctor	Logan Co.
July 17	Rebecca Proctor	Logan Co.

1842

Aug. 2	Antoine Amirati	Louisiana
Oct. 3	Allen D. Conley	Tennessee
Oct. 3	Benjamin F. Doors	Logan Co.
April 12	Francis M. Dunn	Alabama
Oct. 3	Columbus Henderson	Mason Co.
Oct. 3	James Henderson	Mason Co.
May 6	Mary A. Kemp	Alabama
Oct. 3	Michael Phillips	Hardin Co.
Oct. 3	Nancy Phillips	Hardin Co.
Oct. 3	William Phillips	Hardin Co.
Oct. 3	Sarah J. Steward	Lincoln Co.
March 25	Lewis Whitmore	Tennessee

1843

Nov. 23	Georgia Ann Bledsoe	Bourbon Co.
April 16	John Blount	Alabama
Sep. 30	Jordan Cozatt	Mercer Co.
May 16	Leopold Drodolot	Louisiana
Oct. 26	William H. H. Flint	Oldham Co.
Feb. 17	Andrew Williams	Knox Co.
Feb. 17	Calvin Williams	Knox Co.

1844

June 6	William Anthony	Missouri
March 9	Spears S. Herst	Louisville
Nov. 29	Edward J. Peebles	Crittenden Co.
?	Mary Phillips	Hardin Co.
Sep. 30	Rachael Rowe	Logan Co.
Dec. 3	Elizabeth Smith	Oldham Co.
Sept. 14	George Swords	Kenton Co.
Oct. 3	Charles Van Anglan	Mercer Co.
Feb. 16	Louise Webster	Madison Co.
March 14	Selah Williams	Knox Co.

1845

Feb. 9	Jacob Clouts	North Carolina
Oct. 2	Clara Corlette	Louisville
Aug. 5	Elizabeth J. Gibbons	Boyle Co.
Feb. 7	Willis Hudson	Clinton Co.
July 28	Zecharias Jones	Mississippi
Sep. 29	Alexander D. Kelly	Scott Co.
Oct. 1	Edward Miles	Shelby Co.
Oct. 2	James Reed	Bath Co.
July 25	Frances A. Roberts	Alabama
June 21	Martha Wiley	Arkansas

1846

Nov. 17	John P. Ballard	Madison Co.
April 22	William Beasley	Campbell Co.
June 15	Marcus Cheatham	Shelby Co.
Oct. 20	Squire D. Ellis	Shelby Co.
Oct. 13	John Gammon	Mercer Co.
Oct. 13	Levi Gammon	Mercer Co.
Oct. 3	John W. Hudson	Clinton Co.
Oct. 10	Mary A. McCaleb	Logan Co.
Oct. 3	Benjamin Marlow	Clinton Co.
Oct. 30	James B. Matlock	Warren Co.
Sep. 30	Ann Miles	Shelby Co.

Admitted	Name	Residence
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Sep. 30	Mary J. Miles	Shelby Co.
Nov. 6	Mary S. Pratton	Tennessee

1847

Jan. 4	Mary B. Atherson	Tennessee
Oct. 3	John H. Lawson	Washington Co.
Dec. 7	Anderson Owens	Mason Co.
June 10	William Williams	Mississippi
Oct. 6	John H. Wohner	Mercer Co.
Nov. 22	Elizabeth A. Young	Daviess Co.

1848

May 20	Desire Achez	Louisiana
March 8	Mary Boyd	Harrison Co.
Oct. 21	Thomas H. Christopher	Alabama
Oct. 21	John B. Gore	Hart Co.
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Role and Responsibility of a Deaf Person as a Leader

by Alan Hurwitz

In this paper I want to share my perceptions of the "Role and Responsibility of a Deaf Person as a Leader." When I speak of what it means to be responsible as a leader of deaf people, I am talking about the development of attitudes and being responsible for how you as a leader project your attitude or feelings to others about people and how you influence them to think or feel about other people. People have different kinds of knowledge, skills and attitudes. They come from all kinds of ethnic, racial, religious and socio-economic backgrounds. Their family and socio-economic status vary from individual to individual. They have different educational experiences: some attended residential schools, some went to day schools for the deaf or attended public schools with hearing children.

Many have had a combination of schooling experiences. Some deaf people learn oral communication only, others have the opportunity to learn and use total communication. Some people have had some work experiences and others never worked before. Some may have had other experiences, such as volunteer work in the community and others never shared these experiences. People develop their knowledge, skills and attitudes based on their previous experiences; they learn about other people's experiences which may or may not influence them to develop their own perceptions. Deaf people who become good leaders are often in a position to influence or shape other people's thinking. A leader who listens and tries to understand other people's concerns and needs is apt to guide them properly.



Dr. Hurwitz shares with us the key motives and methods by which we can help others to assume leadership roles. By sharing our responsibility with others, we are all better able to achieve our objectives.

Now that we have talked briefly about the characteristics of deaf people and how a leader needs to be aware of their individual differences, I'd like to discuss some ideas about what leadership means. We may have different ideas about this topic, but I believe there is a common thread through all leadership concepts; that is, we must understand people and respect them for what they are. In the following pages I have listed the concepts I consider as involved in leadership. I will elaborate each theme and discuss it further as I go through the list:

1. An opportunity to interact with other people and learn about them

This opportunity has enabled me to meet with a lot of people from all over the United States and throughout the world. When I was little, my parents often took me to a deaf club in Iowa. I enjoyed meeting with people and talking to them about their jobs, hobbies, and other interests. I learned that each person has different strengths. Some were adept at woodworking and others were skilled in a variety of other crafts. Some loved to go fishing and hunting; they would talk endlessly about their achievements and tribulations. Some were actively involved in organizing club activities and would try to persuade other people to be involved in these activities. We'd watch captioned films and then talk about them afterwards. I grew up with a notion that each person is super in his/her own way. I found that most people would be willing to work together and support each other. Sometimes they would argue or disagree over certain matters. Some of them wouldn't talk to each other for a period of time, but then eventually, they would get back and work together on projects. It was a learning experience for me.

As I was growing up my parents would take me to bowling tournaments, statewide picnics and conventions. I learned that there were still a lot of people with differing levels of knowledge, skills and attitudes. People were always talking with each other about everything. I became

intrigued with people who would talk about politics and organizations. I enjoyed watching people running meetings, organizing activities and leading people. I learned that people have different styles of leadership. Some were aggressive and manipulative, some were assertive and democratic, and some were lackadaisical and allowed things to happen by chance. Each leadership style has its own merits and weaknesses, but it was interesting to observe how people responded to different leadership styles.

2. An opportunity to help other people

There is always a purpose for an organization; many are organized to help other people to get what they need. A good leader recognizes that people need help to accomplish their objectives. Some people feel good when they know they are helping others meet their needs. There are many different ways to help others; some may do it by working with an organization to accomplish objectives that improve things for other people, others may choose working with individuals to help them with their specific needs. A leader may organize a charitable activity to help needy children or clean up a town. Or one may choose to work with a social service agency to help it to be better prepared to meet the needs of deaf people. People often learn more about themselves and feel good when they help others.

3. An opportunity to share our work with others

One of the most exciting aspects of leadership is learning from other people's experiences and sharing experiences with others. Gary Olsen, Assistant Executive Director for the State Affairs of the National Association of the Deaf, has often shared his perception about this concept in his leadership training programs. He frequently uses an acronym game, forming words from first letters of a major word "SHARE." He challenges his audience to guess an appropriate word for each of the first letters of this word (SHARE). Let's perform this activity together:

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S stands for *sacrifice* which means that we must sacrifice our time to become involved in a leadership activity and contribute to an important cause. It may be time consuming and take us away from other things we enjoy doing.

H stands for *helpfulness* which means that we need to be helpful to others or help an organization to accomplish its objectives. We should not sit back and expect others to do it; if everyone did this, nothing would be accomplished.

A stands for *acceptance* which means that we need to accept an assignment and complete it. It's possible that if we do not accept it, there may be no one else willing to accept the responsibility.

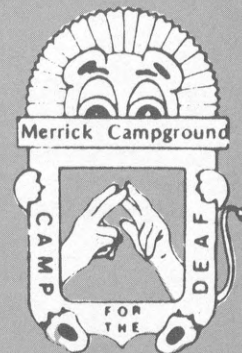
R stands for *responsibility* which means that each of us is responsible for our actions and behavior. We must be responsible for whatever we do; if we accept an assignment, then we must be responsible for seeing that it is carried out to its completion. If we have trouble with performing an assignment, then we are responsible for seeking some help or guidance on how to do it rather than leaving it unfinished.

E stands for *examples* which means that a good leader must always set good examples for other people to follow. If a leader sets a bad example, it may lead to problems for the leader, the organization and its members. People learn better when a leader provides examples of what he/she wants to accomplish.

When we *share* our work with others, we are talking about

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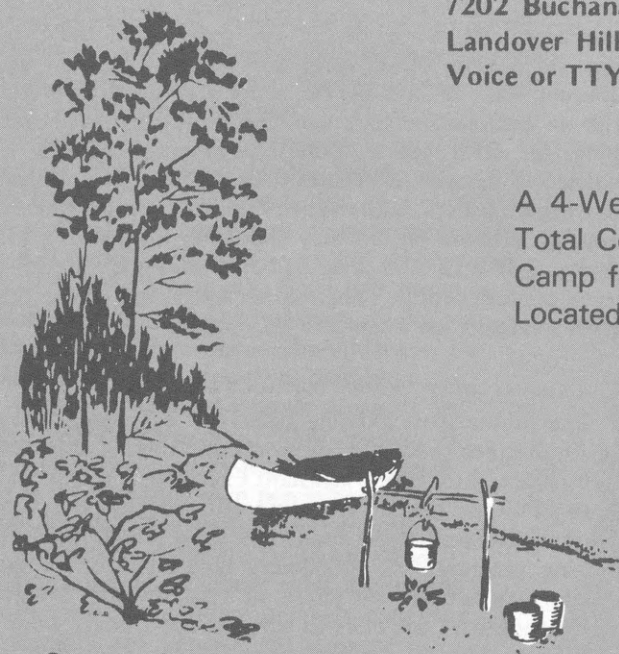
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sacrificing our precious time for an important cause, *helping* others and the organization to accomplish its objective, *accepting* assignments and being *responsible* for our jobs and setting good *examples* for other people.

4. An opportunity to develop organizational skills

Leadership enables us to learn more about how to organize meetings, committee assignments and other organizational activities. This is important because people do not like to waste time or meet for the sake of meeting. A good leader plans ahead and prepares well for meetings. A good leader must develop a concise agenda so that members will know exactly what to expect in the meeting and be prepared to contribute their ideas and discuss them. A good leader must understand parliamentary procedures well and use them to run meetings. A good leader needs to know how to make those in the meeting feel good about themselves and enable them to participate actively in meetings. A good leader needs to know how to handle conflict situations and resolve problems without creating a scene in meetings. A good leader needs to know how to make assignments to his members and make them want to be involved. A good leader needs to know how to help other people to organize their assignments and activities. A good leader needs to know how to organize his/her reports to the membership.

5. An opportunity to learn how to raise funds

Fund raising is one of the most difficult and challenging tasks of most organizations. We need money to accomplish our objectives. The more money we can get, the more we can do for the organization. Very few people know how to raise funds effectively. There are a number of individuals who have the knack of soliciting financial contributions. Some enjoy doing it and volunteer to do it. Some do not enjoy this activity, but do it anyway — others, like myself, do not enjoy asking people for money and prefer to leave this to others. Often when I am given raffle tickets to sell for an organization I end up buying all of them myself.

A good leader needs to understand what it takes to produce effective fund raising projects. We must have a purpose for raising funds; people will ask you why you are doing this and what you intend to do with the money. We must have a clear statement about the purpose of fundraising and help others to understand that it is for a worthy cause. People need to understand how you intend to use the money. One example is the TV Accessibility Fund of the NAD. The goal of this project is to raise money to bring together people from the TV industry (TV producers, TV broadcasters, TV

captioners and TV sponsors) to talk about how they can increase TV access for deaf people. We explained that if we have a legal right to TV access, we may have to take a legal action and demand that TV programs be captioned; this activity will cost a lot of money as it will involve services of an attorney. Or we may decide to use the funds to lobby for a new federal legislation that will require that all TV programs be captioned for hearing-impaired people. The state association representatives at the 1982 NAD convention in St. Louis mandated that we raise \$10,000.00. But the NAD Executive Board felt that it would not be enough to support the objectives, so the board raised the goal to \$50,000.00. We are confident that many deaf people view it as an important cause and are willing to contribute money to the fund. We are asking all 50 state associations to help to raise the money.

6. An opportunity to help others to become leaders

Another gratifying aspect of leadership is seeing more people become involved in organizations and becoming leaders in their own right. A good leader will view this as an important objective in the development of an organization. A good leader must be willing to give other people a chance to learn to become good leaders themselves. A good leader needs to be willing to delegate responsibility to other people and allow them to develop their leadership skills. It does not suffice to give someone an assignment and not be willing to give him or her the responsibility to carry out the assignment. A good leader needs to be willing to give other people the chance to learn about their roles and assignments and be responsible for their own actions. A good leader needs to be willing to work with an individual who may be new to an assignment and take the time to cultivate the person's skills to the point when he or she is able to do it alone.

Another important aspect of this concept is that a good leader will never, never make a person look bad in front of others. A good leader would handle this as discreetly as possible and discuss his/her concerns with the person in privacy, offering constructive criticism to the individual.

7. An opportunity to motivate people to become involved

Another challenging area of leadership . . . a good leader must understand effective motivation. People need to feel good about themselves in order to be motivated to become involved in organizational activities.

Leadership does not always happen at the top. Without followers, a leader is useless. There are many opportunities for people to become leaders. A follower can become a leader of a committee or a specific assignment. When a good leader gives an assignment to a member, he/she delegates responsibility to the individual and makes sure that he/she will receive guidance and assistance to do the job effectively; he/she becomes a leader of this effort and leads other people. It is a learning process that motivates people to become involved.

One way of motivating people is to reward them for their work. They need to feel that they are being recognized for their contribution. This is one area in which many leaders fail. We need, however, to be careful that we are not saying "thank you" or "good job" too often or without meaning. People are motivated if they feel that they are given the responsibility to do their job and know that they will get some guidance and support from their leaders. People like to feel that they are important and that they are needed. People want to be respected for their ideas and contributions.



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A good leader will probably need to make sacrifices in order to motivate other people to get involved, even if it means that others get the credit for what was really your own idea. It may be a hard thing for the leader to swallow, but often it is necessary if you want to make some progress. I have learned several valuable lessons in this area. If I come up with a good idea and try to persuade other people to accept my idea without giving them an opportunity to feel that they are part of this idea formulation, they will say that "this is your baby, so we are not really interested in your idea." A good leader is smart enough to handle that matter differently. He/she must refrain from mentioning it as the only solution. However, the leader may guide the group into developing a listing of solutions and discussing the pros and cons of each solution. The group may select a solution that the leader had already thought of earlier, but the leader must not say that he/she had already thought of it earlier, and that it was his/her idea. This is the quickest way to deflate anybody's ego. A good leader may simply say he/she concurs that it is a positive solution and reward the group for its effort. It may be a painful experience for the leader, but when other people are motivated to work with you and feel that they are recognized for their ideas and hard work,

they will make your work as leader easier and enjoyable. You'd then be able to accomplish more with their involvement and support.

8. *An opportunity for us to make mistakes and learn from these experiences*

There is an old saying, "If I were to earn \$1 for each mistake I made, I'd probably be a millionaire by now." We must not be afraid to try new things and learn from our experiences. It is all right to make mistakes if we learn from these mistakes. Life is full of trials and tribulations. We do our work through trial and error methods. There are no right or wrong answers in most of your work. It is a judgmental process. Judgment, common sense and willingness to try something new and learn from these experiences are important elements in the leadership development.

Making mistakes can be forgiven or overlooked if you are willing to demonstrate that you are learning from your mistakes and will do better the next time. But if you make the same mistake several times and do not learn anything from it, then I'd say "knock it off." We do not need to be ashamed of making mistakes. We should be honest and open about our mistakes; it takes a strong person to admit that he/she made a mistake and talk about what he/she learned from this experience and how he/she would do it differently the next time.

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home a little more money for my family to use. Somehow I used a wrong formula and submitted it to the payroll department. My wife, Vicki, and I were pleased to add additional \$\$\$ in my take home pay. But what I did not know was that I was bringing home tax money which I owed the government. It was not until the following year during the income tax filing time that I realized that I had made a big mistake and owed the government a lot of money. After I realized what I had done, I was so disgusted with myself. I could have chosen to keep this from Vicki and blame the government for robbing us, but I decided that honesty was the best policy so I told Vicki everything. Naturally, she was upset, but she took it pretty well because I was honest with her about the mistake and told her what I learned from it. We had to dip into Vicki's hard-earned savings from her part-time job to pay back what we owed the government. She had just terminated her work to return to school, so it was hardship for us for a while. It was a costly mistake and I learned my lesson the difficult way. What I learned from this experience is that if we are honest about our mistakes and do something about it right away to prevent it from happening again, we have gained.

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The National Association of the Deaf has published two excellent books. They are:

Deaf Heritage This book is an excellent gift to help deaf people understand and appreciate their rich cultural heritage and to provide others with an insight into the world of deafness. Deaf Heritage contains over 500 pages and is filled with photographs and interesting information about deaf schools, deaf sports, achievements of deaf people, etc. **Deaf Heritage** is available in both paperback and hard cover. Paperback \$19.95 Hard cover \$26.95.

A Rose For Tomorrow This book offers an excellent insight into the world of deafness provided by the writings and life story of Frederick C. Schreiber, former Executive Director of the NAD. For those who knew Fred, this book will bring back fond memories. For those who never knew him, this book will bring alive this well known figure in the deaf community. **A Rose For Tomorrow** is available in hard cover edition for \$14.95.

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I admit that I did make many mistakes in my leadership role. Each time I try to analyze and discuss what I learned from my mistakes with others. This usually resulted in my earning respect from others. They know I am a human being and can make mistakes. I promised my Executive Board that even though I may not stop making mistakes, I certainly will improve from these experiences. Did you ever wonder why we have erasers on our pencils?

9. Conclusion

In this paper I talked about some concepts of good leadership and how a deaf person may assume his/her role and responsibility as a leader. One does not have to be deaf to follow the rules; it just takes a good attitude to learn to become a good leader and help others to become leaders. We will always be different in our own ways; this makes it even more fun and challenging. I wouldn't want everybody to do as I say; I only want them to capitalize on their strengths and potential. We must be willing to continue to improve ourselves and grow. My grandmother who lived to the age of 84 always had a small Webster dictionary in her purse. I once asked her why she did that. She remarked to me that she loved to learn new words and that no one is ever too old to learn new things in one's life.

It is my sincere hope that it is deaf people themselves who can make better things happen for deaf people. There is so much to do. As leaders we have a heavy responsibility to develop new leaders and involve them in leadership roles in different ways. It has been a long road for the NAD and deaf people, but we are getting there. With the new technology of tomorrow, we have responsibility to make sure that the future technologies will contain elements of alleviating communication and social problems of deafness and deaf people. Our dream is to have a complete and full accessibility in our lives. I am not proposing that we eliminate deafness and deaf people, but that we help make it possible to have right-ful access in all phases of living. ■

(This paper is taken from a presentation to the Lexington School for the Deaf during a recent Deaf Heritage Week. Dr. Hurwitz is the President of the NAD.)



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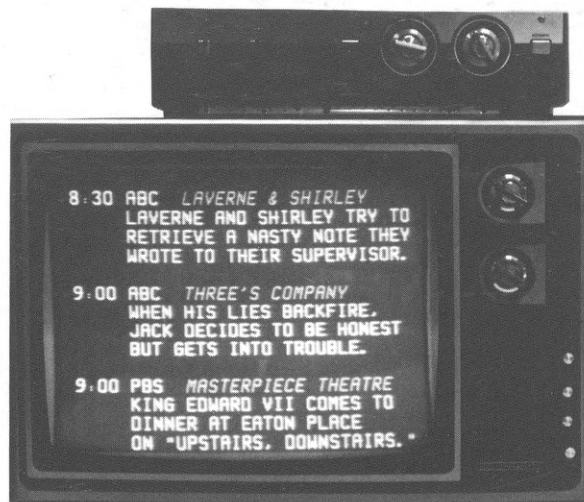
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The NAD is proud to announce we have become an authorized sales distributor for the TeleCaption Adapter currently sold by Sears. As a benefit to our customers, we will be selling these adapters for \$249.00-*this is \$50 less than retail selling price*. These adapters will carry a 30 day full replacement warranty. Each adapter will come with complete, easy to understand instructions and warranty information.

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